

June, 1957

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

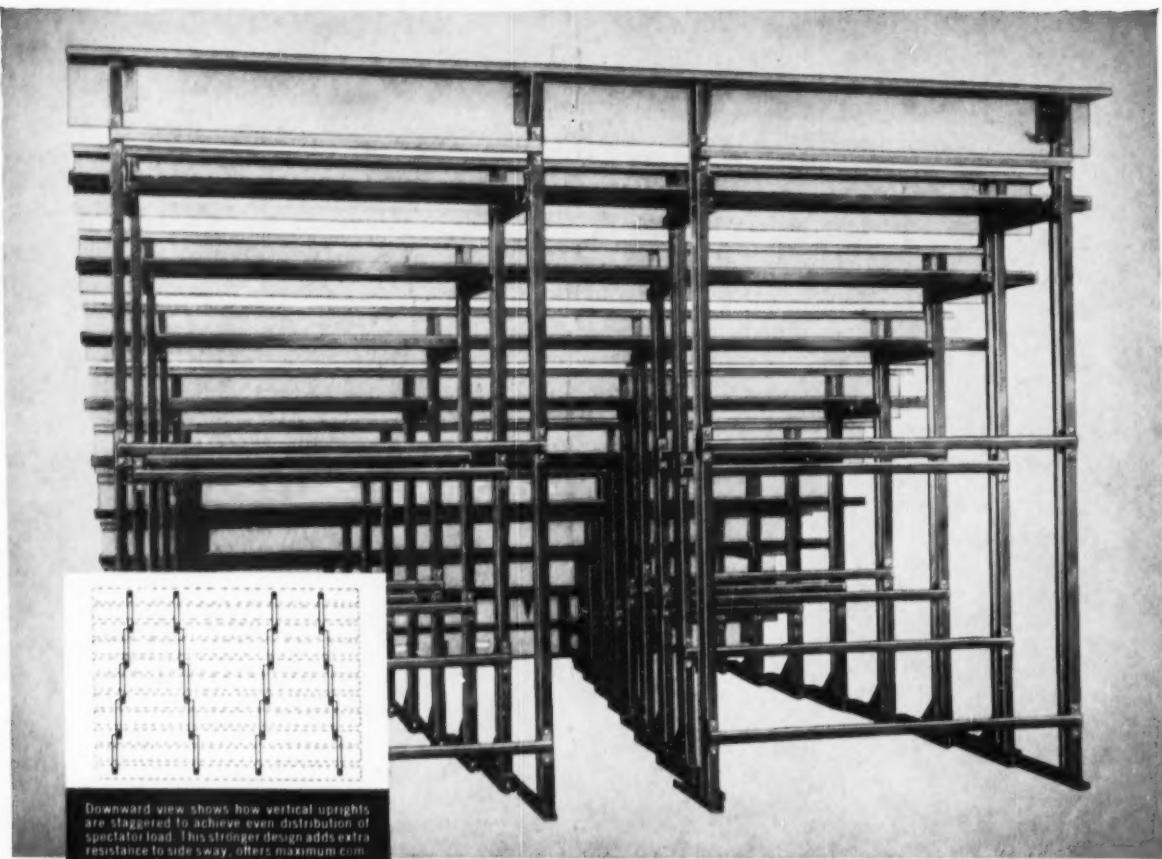
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Salaries for Men Who Teach—Weber

Interns Help Teachers—Vander Werf

Meeting Individual Differences—Bell and Green

Ordean Junior High School—MacDonald



Downward view shows how vertical uprights are staggered to achieve even distribution of spectator load. This stronger design adds extra resistance to side sway, offers maximum compactness when seats are closed.

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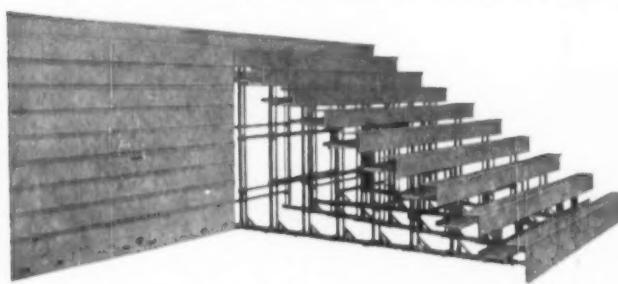
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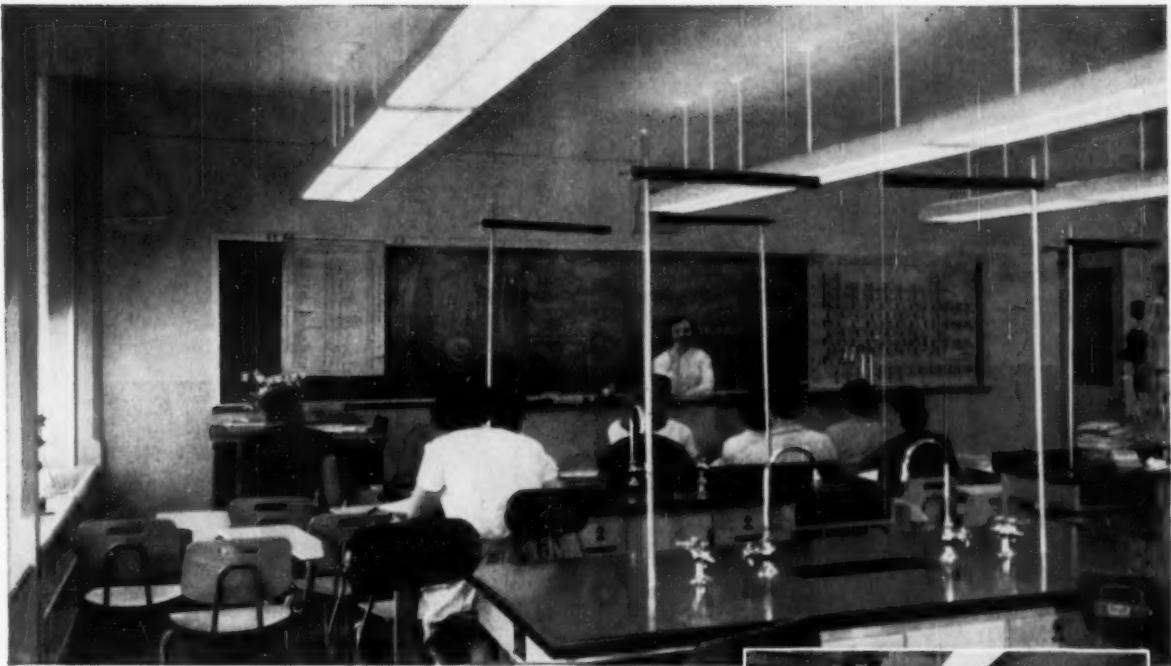
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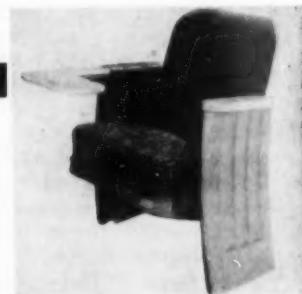
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THE AMERICAN School Board Journal

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for June, 1957

How to attract and hold capable male teachers — an important phase of the current teacher "situation" and a real concern to boards and administrators alike — is reviewed in this month's JOURNAL. Dr. Weber of the University of Connecticut proposes a plan for providing assignment differentials and equalizing salaries for men with added responsibilities.



Another lift to our teacher problems — that of meeting individual pupil differences in the curriculum, "the leading over-all trend in American education today" — is considered by Superintendent Bell and Arthur S. Green. In this effort, they offer a series of pointed devices Chicago uses and you can adapt to your own local problems.

Other vital topics: the advantages of "intern" help in the classroom; how one city is setting up its summer kindergarten (another big "trend" across the country); a detailed procedure for the annual refinishing of gymnasium flooring (more useful this year because of rule changes).

And don't forget our school building and planning section and our regular columns — featuring the new look in the N.S.B.A. Report. For more information about any of our advertisers, be sure to use the postpaid cards in the back index of the magazine.

WILLIAM C. BRUCE, Editor

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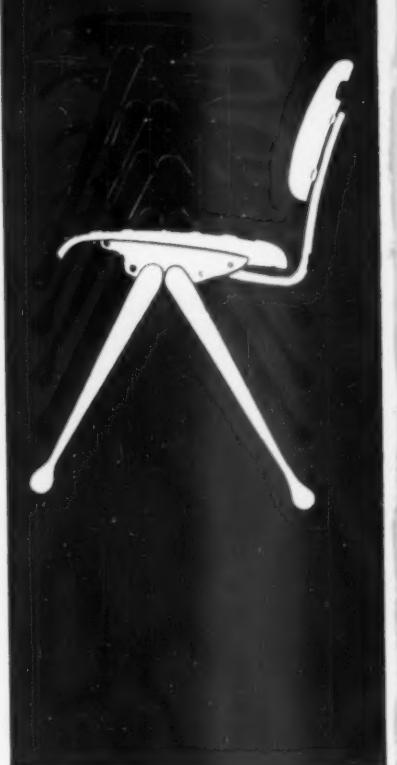
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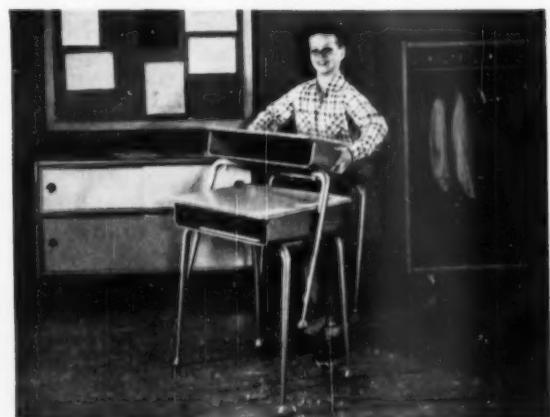
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GOOD YEAR

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Surveying the School Scene



STAY-IN-SCHOOL CAMPAIGN

A new nationwide campaign is being sponsored by three government departments to urge students to stay in school until they have completed their formal education.

The campaign, sponsored by the Department of Labor, the Department of Health, Education, and Welfare, and the Department of Defense, is directed to all students in high school and college.

A handbook has been prepared for national distribution to schools, employers, and community groups. It contains factual information about the school dropout problem and offers suggestions for encouraging more high school students to stay in school.

SCHOOL BUILDING EXHIBIT

The twentieth International Conference on Public Education will be held July 8-15, 1957, in the Wilson Palace, Geneva,

Switzerland. The major subject will be school buildings. There will be an exhibit of American school buildings. Each of the buildings will be accompanied by a brochure explaining the photographs, as well as drawings and explanatory notes.

NEW YORK SCHOOL AID BILL

Governor Harriman of New York State, on April 15, signed a bill which extends from two years to five years the length of time that a district may issue notes in anticipation of the revenue from a full-fledged bond issue. The law, designed to save school districts money when they borrow for building programs, anticipates the possible reduction of interest rates from the present high levels.

REASON IN INTEGRATION

In an address to the Southern Regional Conference of Attorneys General, on April

11, Governor T. R. McKeldin of Maryland warned the top legal officers of 17 Southern States to administer the law with reason instead of passion in segregation cases. He said the separate but equal status is finished and that schooling has qualified the Negro for integration.

MISSOURI REORGANIZED DISTRICTS

Since 1948 when a district reorganization law went into effect, the state of Missouri has cut down the number of existing districts from 8422 to 3192. The largest cut has taken place in the three-director rural schools which have been reduced by 5139 districts.

As of February, 1957, the six-director high school districts enrolled 675,171 children, or 90 per cent of the total. The three-director rural school districts enrolled 34,756, or 5 per cent, and the larger elementary districts enrolled 32,529 children, or 4 per cent.

The assessed valuations follow very closely the enrollments. The high school districts have an assessed valuation of \$5,241,510,479, or 90 per cent of the total assessed valuation of the state.

OFFER TV PROJECT

Educational training is being brought into the homes of families in the Chelsea district of Manhattan, New York City, by means of closed-circuit television in a pioneer school-community project.

The project, the first of its kind in this country, is being financed by a grant of \$200,000 from the Fund for the Advancement of Education. The sponsoring agencies of the program are the New York City board of education, the Hudson Guild of Neighborhood House, and Language Research of Harvard University.

The program provides language courses, including English to non-English speaking residents, as well as experimental programming in such fields as health and nutrition, music, art, science, and other phases of adult education and community activities. The immediate objective is to attain a closer relationship between school and community, and to raise the sights of an entire neighborhood.

FINANCE FORMULA FOR COLORADO SCHOOLS

Governor McNichols of Colorado is expected to sign a new school finance bill, passed by the state legislature in April, 1957. This bill provides a new finance formula which contains the Weinland proposals of 1956, including a county-wide

STATUS OF THE AMERICAN TEACHER

A new study* by the National Education Association, analyzes the professional and personal situations of 5602 teachers in urban and rural schools. The data, collected in March, 1956, represent a selected cross section of all teachers and, while the facts reported came from only one-half of one per cent of the national total, it is doubtful whether a much larger tabulation would markedly change the findings. The sponsoring organization, which usually takes a pessimistic view of teaching conditions, salaries, and other aspects of the profession, has expressed through its secretary some satisfaction that teachers have progressed in almost every aspect since the NEA was organized.

The report is too extensive and detailed to be summarized in a paragraph or two—every school board member will find different significant facts to interest him. Board members will appreciate this bulletin as providing a picture of the American public school teacher and as a reasonable generalization of his or her personal and professional status.

The typical man teacher is 35.4 years old; 82.7 per cent are married and have one or two children. Practically all men teachers have a bachelor's degree; 42 per cent have a master's degree. The man teacher has eight years' experience, including 4.8 years in the school system in which he is now employed.

*The Status of the American Public School Teacher Research Bulletin, February, 1957. Paper, 64 pp., 50 cents. National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C.

In rural schools his average salary is \$3,600.71; in an urban school system it is \$4,784. His salary represents 86 per cent of his total income. If he teaches in high school, he has 129.1 pupils in his classes. In elementary schools his median classes are 31.8 pupils. In urban schools, where 63.1 per cent of the men teachers are employed, classes are larger. The average man teacher devotes 11.3 hours to school duties, in addition to the regular school day. If a man teacher could start over again, 53.9 per cent of those reporting, would again prepare for teaching.

The woman teacher of 1956 is much older than the teacher of 50 years ago. She is 45.5 years of age, married, and has one child. Only 34.1 per cent are unmarried, and 11.1 per cent are widows. She holds a bachelor degree, and in 18.1 per cent of the cases, a master or higher degree. She has taught 15.4 years, of which 7.6 years are in the system where she is now employed. The women rural teachers average \$3,165 per year, and the urban teachers, \$4,473. Her salary represents 95.3 per cent of her total income. If she teaches in an elementary group, she has 30.8 pupils enrolled. If she is in a high school, she is responsible for 129.5 pupils. She devotes 9.7 hours per week to school duties in addition to the regular school day. Of all women teachers reporting, 80.7 per cent would choose teaching again if they were to start over. Teachers are generally members of a church and are interested in one or more community activities.

qualifying levy of 12 mills, classroom unit values of \$4,500 and \$5,200, pupil-teacher ratios of 1-15, 1-20, and 1-25 thereafter. An excess growth factor is included, as well as provision for additional assistance for necessary small schools. Monies from the Public School Income Fund, about \$3½ million, are to be distributed on direct grant and not deducted from the foundation guarantee.

The estimated cost of the new foundation law is \$37 million. The legislative appropriation for 1957-58 is \$21,550,000, which includes \$1 million for transportation. This sum, with an anticipated \$7 million from federal oil royalties and public school income monies, will bring the 1957-58 state aid to \$28½ million.

MILK PROGRAM

A report on a study of the effects of the special milk program in Los Angeles, Calif., indicates that children in Los Angeles have increased their consumption of milk more than one hundred per cent as a result of participation in the special milk program. Records of milk consumption were obtained from all schools in the city and these were compared with the year 1954-55 and 1955-56.

The average daily consumption of milk per pupil it was shown, doubled in the first year of the program. In elementary schools, the increase was 68 per cent; in junior high schools, it was 250 per cent; and in senior high schools, 200 per cent. Among the reasons given for the increase were (1) a decrease in the price of milk, (2) an increase in the size of containers, (3)

milk was offered at both noon and recess, and (4) a chocolate drink was offered.

TAX FUND CUTOFF IN NEBRASKA

State Tax Commissioner Fred Herrington of Nebraska has notified county treasurers to discontinue allocation of tax money to nearly 1000 school districts. The districts, 22 per cent of the total in the state, are delinquent in submitting reports and contributions under the federal social security law.

Money to pay the levy on delinquent contributions comes from a special \$25,000 revolving fund set up by the state legislature until penalty payments from the districts replace the fund. The total amount taken in is about \$1.5 million every three months. Of nearly 1000 districts delinquent, about 90 have also not made returns for some portion of 1956.

BUDGET REDUCED

Mayor Wagner of New York City has allotted the board of education \$16.3 million more than it is spending during the current year 1957. On the other hand, he has cut the board's request for 1957-58 by \$52.6 million. An exception to the eliminations was an allowance of \$1.9 million to improve conditions in the "difficult" schools. Plans for expanded guidance and research, for reduction of class size, for more supervision, and additional clerical services were all eliminated. Classroom teaching service fared better but here too some new positions were not included.

McFARLAND FEATURED AT ASBO

Dr. Kenneth McFarland, educational consultant for General Motors Corporation, will be a featured speaker at the 43rd annual convention of the Association of School Business Officials, the group's executive secretary, Dr.

Charles W. Foster, recently announced. The convention will be held at the Hotel Roosevelt in New Orleans, La., October 20-24, 1957. A veteran of 24 years in school administration, Dr. McFarland is a well-known and well-liked speaker.

SCHOOL LAW MEETING

The fourth School Law Conference will be held at Duke University, Durham, N. C., June 18-19. Two general sessions and three panel discussions will consider significant aspects of the problem of "tort liability and the schools." For further details, write to E. C. Bolmeier, conference chairman, Duke University, Durham, N. C.

SHORT COURSE FOR CUSTODIANS

Teachers College, Columbia University, will offer its 19th annual one-week, short course for school building custodians and supervisors during the week of June 3-7. The course will be under the direction of Professor H. H. Linn.

COMING CONVENTIONS

June 3-7. Nebraska School Custodians Association, at Junior High School, Kearney, Neb. Secretary: Clarence Griffith, Cozad, Neb. Attendance: 150. Exhibits.

June 10-14. Iowa Custodians School, at Welch School, Ames, Iowa. Secretary: P. S. Christensen, 2520 Chamberlain, Ames, Iowa. Attendance: 500. Exhibits.

June 30-July 6. National Education Association, at Benjamin Franklin Hotel. Secretary: William G. Carr, 1201 16th St., Washington, D. C. Attendance: 12,000. Exhibits.

July 21-24. National Audio-Visual Association and Trade School, at Morrison Hotel, Chicago, Ill. Secretary: Don White, 2540 Eastwood Ave., Evanston, Ill. Attendance: 2300. Exhibits.

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Yes, Service too is our business. Let us demonstrate this on your next library project. Write today for our colorful new catalog describing the complete Mid-century Line. Address Dept. D-6.

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Creve Coeur, Illinois

Heating cost: \$1.41 sq. ft.

The two-story Creve Coeur Elementary School was designed and engineered by George Poppo Wearda, Pekin, Ill. With capacity for 256 pupils and gross area of 11,800 square feet, the entire eight-classroom building cost \$156,124. Total cost for heating and ventilating with Nesbitt series hot water system Syncretizer unit ventilators with Wind-o-line radiation concealed by Nesbitt storage cabinets) was \$11,400.

Framingham, Massachusetts

Heating cost: \$1.74 sq. ft.

The Framingham Senior High School, Samuel Glaser Associates, Architects and Engineers, has a 1300-pupil capacity, a gross area of 187,328 square feet for a total cost of \$2,509,000. The classroom learning environment is protected by Nesbitt Syncretizer unit ventilators and Wind-o-line radiation integrated as a series hot water system. The total heating and ventilating system costs were \$327,000.

Papillion, Nebraska

Heating cost: \$1.83 sq. ft.

Papillion High School was designed by Unthank & Unthank and engineered by James P. Anderson. With a 200-pupil capacity and 15,296 sq. ft. gross area, the building costs totaled \$191,592. Nesbitt Syncretizer unit ventilators combined with Wind-o-line radiation for cold wall and downdraft protection were employed as a series hot water heating and ventilating system. The total heating contract was \$28,900.

Bridgeton, New Jersey

Heating cost: \$1.60 sq. ft.

The new Bridgeton High School, a project of Edwards & Green, Architects and Engineers, Camden, N. J., will accommodate 2,200 pupils, have a gross area of 201,000 square feet, and cost \$2,880,865. Heating and ventilating will be furnished by Nesbitt Syncretizer unit ventilators piped in series hot water fashion with cabinet-type or wall-hung Wind-o-line radiation. Total heating contract: \$321,704.

This Nesbitt-equipped classroom has the protected learning environment.
For the full story, send for Publication 101.



Nesbitt

SYNCRETIZER UNIT VENTILATOR
WITH WIND-O-LINE RADIATION

Made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa. Sold also by American Blower Corporation and American-Standard Products (Canada) Ltd.



The New Honeywell Round

A temperature control in each classroom permits adjustment of room temperature to meet the varied activities of the students.

How Modern Honeywell Temperature Controls Provide A FLEXIBLE “CLIMATE FOR LEARNING”

PERIODIC changes in class activity and in the size of class groups require a flexible heating and ventilating system that can be quickly adjusted to room temperature and ventilation needs of the class.

The Honeywell Schoolmaster* Temperature Control System permits individual room temperature control in *every room* in the school building. The teacher can always maintain the right atmosphere for classroom efficiency, for any number of students and for any type of class—shop activity, laboratory exercise, physical education or lecture period.

With Honeywell Temperature Controls in each room, the ideal “climate for learning” can be quickly and automatically provided regardless of outside weather conditions and inside class activity.

The Honeywell system also provides the economical means of controlling heat and

ventilation for partial use of school facilities during the school day and by civic and community organizations at night.

In addition, the Schoolmaster system may include an indicator panel for the principal's office which gives a finger-tip report on all room temperatures. It functions also as an auxiliary fire detection system.

The Schoolmaster is an exclusive Honeywell development designed for any school, new or old. No major building alterations are necessary as the wiring is simple. For more information on how the broad line of Honeywell temperature and ventilation controls can serve you, call your local Honeywell office or write to Minneapolis-Honeywell, Dept. AJ-6-101, Minneapolis 8, Minn.

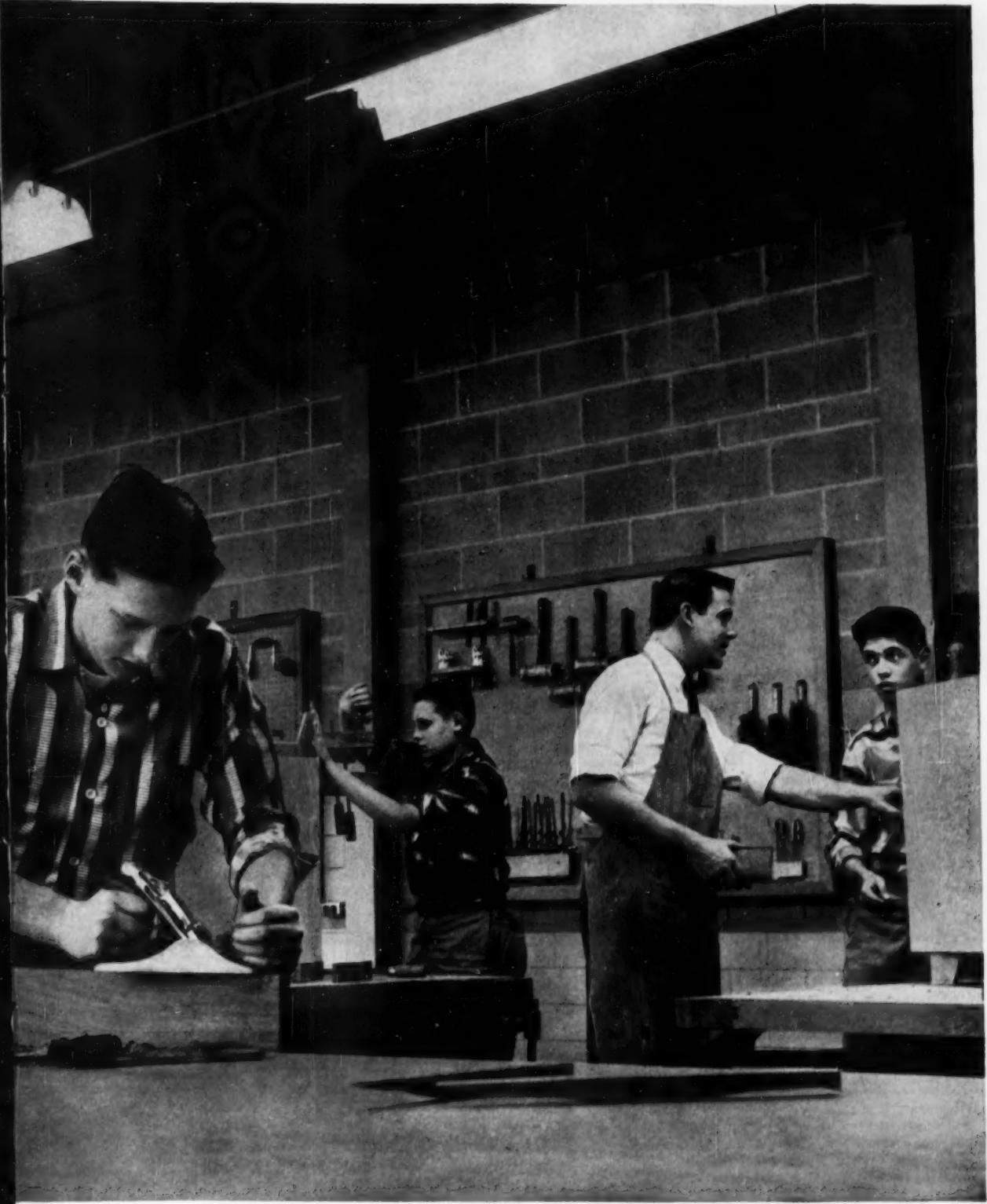


*Trademark

Honeywell

H First in Controls

Congratulations to the National Education Association on its hundredth birthday.



With the Honeywell Schoolmaster System temperatures in manual training shops can be adjusted to suit the size of the class and the level of physical activity. Temperatures in every room in the school building can thus be independently controlled to create ideal conditions in each room—for *any size* class and *any type* of study.

N.S.B.A. REPORT

W. A. SHANNON Executive Director N.S.B.A.

News and Views

LOCAL BOARDS SUPPORT N.S.B.A.

During the business meeting of the N.S.B.A. Annual Convention in Atlantic City, N. J., February 16, the bylaws were changed to read as follows:

Dues of Sustaining Members. Any State School Board Association that is a voting member of the National School Boards Association may issue a sustaining membership to any board of education which is a member of that State School Board Association. The amount, collection, and purchase of the dues shall be as follows:

a) Dues of sustaining members shall not exceed \$5.00 per year.

b) It shall be the duty of any State Association issuing sustaining memberships to determine the amount of the dues subject to the limitation set forth in "a" above, to collect the dues, and to remit the amounts collected to the National School Boards Association.

NEW MEXICO ASSOCIATION ACTS

At the Annual Convention of the New Mexico Association held in Albuquerque, March 14-15, the delegates passed a resolution unanimously to the effect that New Mexico should be the first state to go all

ident of the Midland, Michigan, board of education was presented the Distinguished Service Award by the Michigan Education



Everett N.
Luce, N.S.B.A.
president,
lauded by
Michigan
teachers . . .

Association on April 5 at the Olds Hotel in Lansing.

Dr. William G. Carr, executive secretary, National Education Association, was the speaker of the occasion. More than 300 educators and laymen were present. Governor Mennen G. Williams and Dr. Claire Taylor, state superintendent of public instruction, were on the program.

The Michigan Education Association usually presents this Award to institutions and organizations for outstanding service to education. Mr. Luce is the second individual who has ever received this honor in Michigan.

THE STATE LEGISLATURE AND EDUCATION

In 46 states of this nation, the general assembly is bringing its session to a close or will do so within the next few weeks. What success has public education attained in the several states? What role have state associations of school boards played or failed to play in supporting adequate school finance?

The pattern across the nation varies, but generally speaking the state legislatures left much to be desired in supporting increases in funds needed to improve teachers salaries, provide for additional teaching positions, and build needed classroom space. The range is from no additional funds in some states to adequate support for present and future needs in others. Those states which have developed leadership and independent legislative programs, with full co-operation of all forces supporting education, were most successful.

In many states the education associations have spearheaded the drive for legislative support until they have been listed as a pressure group, with a selfish motive, and in some states have been required to register as a lobbying organization. The time seems to have arrived when state school boards associations and lay groups must take over the responsibility of spearheading the legislative program, being supplied information from the professional educators in the teachers associations and state departments of education. These lay leaders have no selfish motive in their support of public education.



Robert M. Elder (right), member of Albuquerque, N. Mex., board presents a check to S. Y. Jackson, board president and New Mexico Boards Association head, for the board's sustaining membership in the N.S.B.A.

out in sending sustaining membership dues to the national association.

The local boards took up the challenge and New Mexico now leads in sustaining memberships.

It is believed that within three years' time, with active support of state associations, 10,000 local boards of education will be sustaining members of the N.S.B.A.

EVERETT N. LUCE RECEIVES AWARD

Everett N. Luce, president of the National School Boards Association, and pres-

LEADERSHIP RESPONSIBILITIES OF SCHOOL BOARD MEMBERS

School board members definitely have a responsibility to exert positive educational leadership in their local communities. Whatever they do is reflected in the effectiveness of the local educational system.

Mr. Sherwin J. Kapstein, a member of the school board of Providence, R. I., discussing this topic at a round table of the National School Boards Association in Atlantic City, said that school board members have an obligation to become more fully informed concerning the laws pertaining to education and the philosophy of education guiding the community in which they live.

The school board member, he said, must understand the problems facing education. He must understand what the schools are expected to do, and what they are not supposed to do. He should be aware of the fact that the schools are not a private domain, and schools problems are not their problems alone. School problems are community problems, and it is the members' duty to make the local community aware of them.

It is also the job of the board members to give sufficient time to school problems. They must recognize that they have a duty to speak at community meetings and to give information on school progress and problems.

Citizens of the community should be encouraged to attend board meetings and to become better acquainted with the work of their representatives of the school staffs. School board members should encourage their constituents to join civic groups interested in advancing the cause of education. The citizens should not only vote for competent board members at election time, but they must also vote for competent people who will be candidates for general political offices and who are sympathetic to the cause of better education.

As board members, they must insist upon written rules of procedure, accurate minutes, definite agenda to be followed at meetings, rules and regulations concerning the school system and board meetings. Leadership should not be limited to the local schools alone, but should extend to other community affairs, as well as on a state level.

The board members should seek to formulate school policy and see that the administrators administer this policy. It is axiomatic that the superintendent recommend certified school personnel for nomination, but it is the function of the board to approve or reject these nominations.

ADOPT NEW POLICIES

The school board of Delaware township, Elton, N. J., has adopted five new administrative policies for the year 1957-58. The board has approved a plan for the reorganization of the administrative personnel, and a plan to provide secretarial help for each school during the school year. A new policy has been adopted governing collections in schools for charities and providing one fund-raising activity—pictures and ice cream. A new policy governing the use of school facilities by community organizations has been placed in operation.

BOARD CAN CONDEMN PROPERTY

A school board has power and authority to condemn private property for public school purposes, according to a ruling by Judge Homer L. Kreider, of the Dauphin County, Pa., Common Pleas Court.

The case arose when Paul W. Schmiedel and his wife, of Oberlin, raised the question when the school districts of Dauphin, Pen-

(Concluded on page 21)



L-O-F Daylight Wall in Unit No. 5 of the Mason Consolidated Schools, Erie, Michigan. Architects: Jahr-Anderson Associates, Inc., Dearborn, Mich.

Philosophy and footcandles...

FOR BETTER, BRIGHTER SCHOOLS

some thoughts on school design by Libbey·Owens·Ford Glass Company

The enlightened philosophy of modern educators must be helped, not hindered, by the school structure itself. This, of course, means a building designed to create the best possible environment for teaching and learning—bright and friendly, with a feeling of freedom, instead of darkly forbidding and frustrating.

Vitally important in reaching this goal is the proper use of glass. Large clear glass areas can overcome the

limitations of space imposed by your budget and the physical structure. Because glass conveys a consciousness of space *beyond* physical barriers.

Used in the entrance, glass welcomes the student by letting him see inside—it removes the barrier.

In a corridor, a glass wall brings in light and sunshine and lets him see out. (Isn't this psychologically more sound than a dark and dreary "tunnel")?

(continued on overleaf)

L-O-F
GLASS



Emory School, Palm City, California. Notice the sliding doors opening into the play area. Architects: Paderewski, Mitchell & Dean, San Diego, Calif.

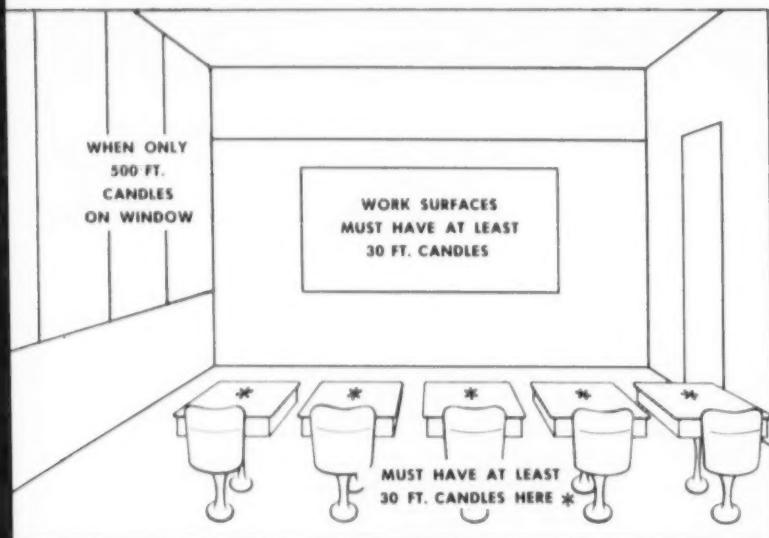


Diagram A

In a classroom, a daylight wall (clear glass wall from sill to ceiling) opens up the room, and makes it feel light and bright and airy.

And that brings us to the second great advantage of clear glass: Nothing brings more footcandles of daylight into a room.

For example: Among architects it is understood that on a "common, dark, overcast day" (typical of many areas during the school year) there are only 500 footcandles of daylight hitting the window area. So the problem is to bring in enough of this daylight to meet the minimum footcandle requirements specified by the *American Standard Practice for School Lighting* (shown in Diagram A).

Now, to see how an L·O·F clear glass daylight wall (with only 500 footcandles hitting the glass) exceeds these requirements, look at Diagram B, on the next page. Only clear glass could bring in this much light. This test was made at the Lake Waco School in Waco, Texas. No artificial light was used (and this can mean important savings over the course of a school year).



This bright, light corridor is in The Country School, Weston, Mass. Architects: Hugh A. Stubbins & Associates, Cambridge, Mass.

Kinds of Glass for Schools

FOOT CANDLES SHOWN ON DESK TOPS

45	50	50
64	68	68
104	104	104

WINDOW WALL

Diagram B

PARALLEL-O-PLATE*—recommended for entrance areas and any other places where beauty and maximum freedom from distortion are primary considerations.

THERMOPANE*—this insulating glass is recommended for any location where its insulation will result in fuel savings.

TUF-FLEX*—this clear, tempered plate glass is recommended for areas facing playgrounds, or any area where youngsters and missiles are in rapid motion.

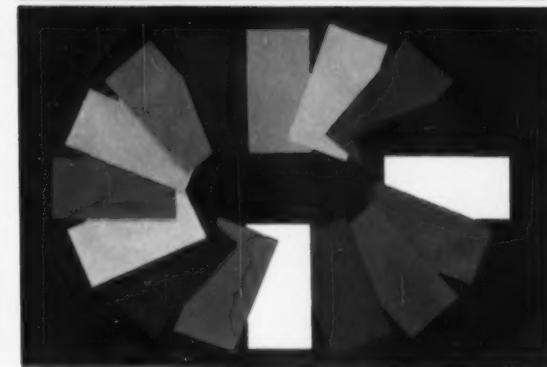
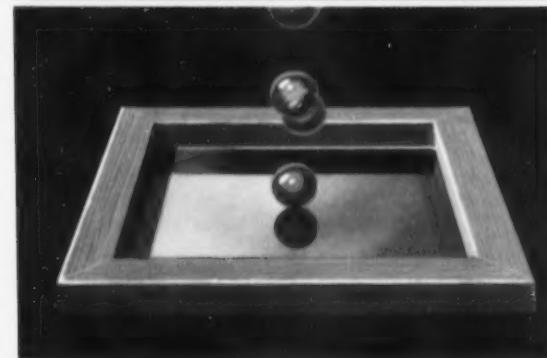
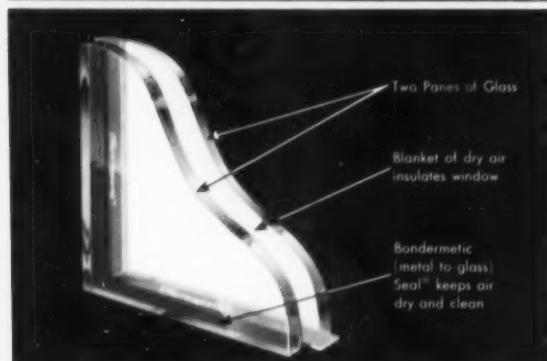
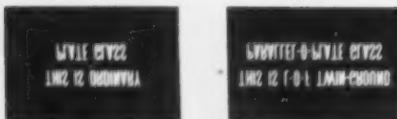
VITROLUX*—this opaque colored glass is recommended for its functional and decorative effect either inside or as a curtain wall material.

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(Pictures and further details on the following page.)



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(Please Print)

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City _____ Zone _____ State _____

Cast a critical eye on the reflections of the upside-down signs in the mirror of conventional plate glass (left) and the mirror of Parallel-O-Plate Glass (right).

Parallel-O-Plate Glass is more distortion-free than ordinary plate glass because its surfaces are more parallel. And that's because of L·O·F's twin-grinding process, during which the glass is ground simultaneously, top and bottom by a huge and highly accurate machine. Freedom from distortion is especially important in large glass areas.

THERMOPANE®

Thermopane insulating glass puts two panes and a sealed-in blanket of dry, clean air between the children and the outdoors. Compared with single panes, heat loss is cut almost in half. Drafts are also reduced so rooms are more comfortable, especially for children sitting close to the windows. *Thermopane* even deadens outside noise that could distract the class.

TUF-FLEX®

Here you see a half-pound (1½" diameter) steel ball, dropped from a height of ten feet, bouncing harmlessly off ¼" thick *Tuf-flex* tempered glass. *Tuf-flex* is 3 to 5 times stronger than regular plate glass of the same thickness. If maximum resistance is reached, *Tuf-flex* disintegrates into small, relatively harmless rock-salt size particles instead of big jagged pieces.

VITROLUX®

Rich color, fused to the back of this clear, heat-strengthened plate glass, adds an air of excitement and youthful beauty to your school. Use it as an exterior facing material (or for interior partitions). It resists weathering, crazing and checking. Standard maximum size of *Vitrolux* panels is 48" x 84". Special orders up to 60" x 84". Thickness ¼" plus 1/64" minus 1/32".



LIBBEY • OWENS • FORD GLASS COMPANY

Glass
FOR SCHOOLS

N.S.B.A. REPORT

(Concluded from page 16)

brook, and Paxtang and four townships and the Central Dauphin board, sought to have the property condemned. The Schmiedels claimed it was not necessary to acquire their property and insisted that neither a school district nor a group of schools could condemn the premises.

The attorney for the school districts said that the Schmiedel tract must be acquired immediately so that an addition for shops and gymnasium can be started.

BOARD NEWS

★ Winona, Minn. The school board has revised its rules governing credit for military service. The board has ruled that credit for military experience will be given in cases where an instructor is a member of the school faculty when he enters the service. A veteran who joins the school faculty will not receive credit on the schedule for military service prior to his employment.

★ Asbury Park, N. J. The school board has voted to buy meats and meat products for cafeteria use without getting bids. The board had recently voted to buy all supplies on bids. The change to buying on the open market was made because the business manager was hampered in getting meats.

★ Schuylkill Haven, Pa. School building custodians have been appointed as special police for the protection of school property.

★ Pasadena, Calif. The school board has passed a resolution which opposes the Eisenhower administration federal aid to education bills. The opposition was based on constitutional grounds. The board maintained that federal aid is an intrusion into matters reserved to the states.

★ Poplar Bluff, Mo. The school board has voted to begin integration in September, 1957. And to admit Negro students to all-white schools at that time.

★ Monessen, Pa. The school board has adopted strict disciplinary measures to punish students who disobey school rules. The action was taken following a severe beating administered by two high school youths to an innocent student at a basketball game.

★ Wichita, Kans. The school board has adopted a policy, which permits the public to attend board meetings. President Bell of the board said if the rooms are too small to accommodate the public they will move to larger rooms.

★ School officials of Virginia have taken a dim view of Governor Stanley's proposal for a 12-month school year. They cited summer heat, conflicting vacations, wear and tear on teachers, and administrative difficulties as obstacles to year-round use of schools. President William Neff of the State Board of Education has proposed a study committee be formed to consider the year-round plan.

★ Houston, Tex. The school board has rejected an economics textbook and sent two geography books back to the curriculum committee for further study. The action was taken on motion of a board member, Mrs. Earl Maughmer, Jr., who said the economics book suggests that federal regulations and controls have become necessary.

★ Marshalltown, Iowa. The board of education has invested \$1,030,000 of available school funds in short-term bonds. The bonds will draw interest at 2.94, 3.3, 3.34, and 3.35 per cent and will mature at various dates between October 1, 1957 and December 1, 1958.

★ Carlsbad, N. Mex. The school board has appropriated \$15,000 to use for the employ-

ment of new teachers and expenses of educating 700 more students next year. It is expected that there will be an increase in enrollment next September.

★ A new public-address system has been installed in the Thurmont high school at Thurmont, Md. The system includes loudspeakers for each of the 32 classrooms, for the athletic court, and the school bus stop entrance.

★ The school board of Olathe, Kans., has adopted new rules governing the use of school buildings. The buildings may be rented to organizations whose purpose is related to the school program. A custodian must be on duty and no drinking or smoking is allowed. A fee of \$15 is charged for the use of the auditorium or gymnasium in the evening. For afternoon or evening use of the multi-purpose room a fee of \$7.50 is charged.

★ Rochester, N. H. The school board has denied recognition to Local Union 946 of

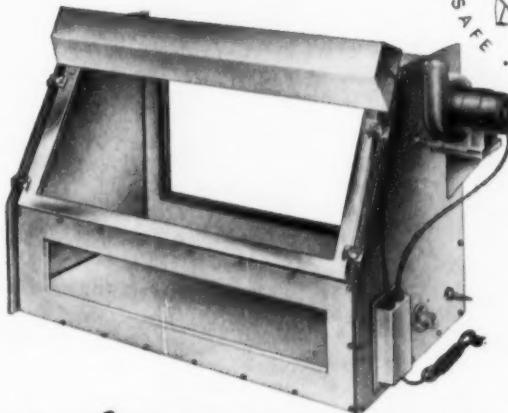
AFL-CIO, building maintenance men. The board said recognition of the union was not feasible due to the nature of janitorial services in the schools.

★ Phoenix, Ariz. The school board has adopted a policy ending sessions closed to the public. President Jay Hyde has been authorized to comb through 42 pending agenda items, removing those that should be carried out by administrative action. The action will prove a great step toward reducing the board's burdens and shortening sessions.

★ Nazareth, Pa. The school board has voted to purchase fleet insurance, consisting of liability and property damage, coverage for cars of employees of the school district when used for school board business.

★ Beaver, Pa. The school board has voted to construct a youth canteen center for high school students. A campaign will be conducted in the community to raise funds for the project.

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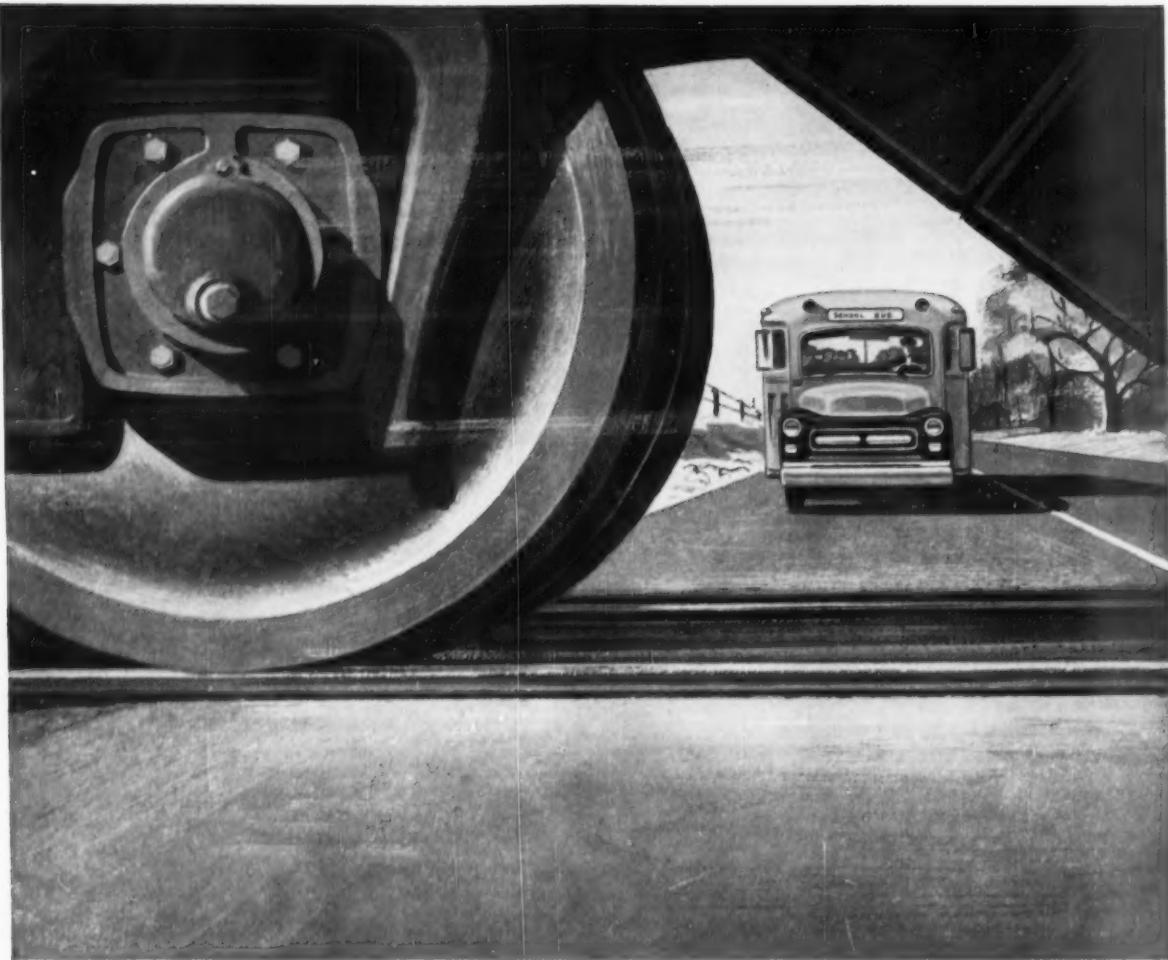


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JUNE - - - - - 1957

**Practical, specific techniques Chicago schools
are using to aid in—**

Meeting Individual Differences

JOHN W. BELL and ARTHUR S. GREEN

If someone were to ask, "What is the leading over-all trend in American education today?" the answer would undoubtedly be an emphatic "meeting individual differences!" Pick up any recently published book or journal related to education—guidance, psychology, tests and measurements, pedagogy—and more likely than not, you'll find a chapter or article or more devoted to individual differences. In fact, meeting individual differences currently permeates the science, art, and philosophy of education.

It doesn't take long to discover something else either; namely, the person who is expected to meet individual differences—the teacher. The directive is always the same: "The teacher is the key person who is expected to carry out the charge of meeting individual differences," as many educationists have put it.

Yet, in the face of all this, many teachers are throwing up their hands in desperation; despite racking their brains, they are not quite facing up to this challenge. "Where are the varied tools of teaching, organized programs, and administrative backing to translate this charge into classroom practice?" is the lament.

There's Linda, aged nine, who, in spite of having all that it takes to succeed in school, can't speak a word of English. Two months ago she and her parents were expelled from Morocco after living there since her birth. Linda's teacher has her problems too. Besides Linda, there are two refugee children who have just arrived from Hungary. They're two years ahead of the class median in every basic academic subject but English. Or look at Edward, who, because of reading difficulties, was just demoted to this teacher's 3B room. He's going to be eleven next month and sits a good head taller than anyone else in his class. All this Linda's teacher faces,

in addition to myriads more of the conventional types of individual differences.

Techniques to Meet Differences

Instances like these give administrators just a small inkling of what it actually takes to face up to the challenge of meeting individual differences in the classroom; differences which are characterized by something other than mere overt manifestations like size, age, and physical handicaps. There are numerous differences—cultural, social, ethical, interest, talent, ability, etc.—which by their very nature cry out for administrative leadership for effective solution by teachers in the classroom.

In Chicago, thanks to the newly created roles and offices of the 16 district superintendencies—each serving a smaller sub-metropolitan area of the city—meeting individual differences on a local school-by-school, teacher-by-teacher, and pupil-by-pupil level has

Dr. Bell is superintendent of district No. 2 in Chicago, while Mr. Green is a teacher in the district.

become a major responsibility. Besides the traditional programs like diagnostic testing and scoring, psychological counseling, and special schools for the physically handicapped, there's more. There are the ones which deliberately probe the heart of the kinds of individual differences characterized by Linda, Edward, and myriads more of the latent type. Here are just a few of the highly successful plans now in operation in Chicago schools.

Special Ability Grouping

One teacher cannot possibly be expected to meet all individual differences in her classroom in even the basically academic subjects like reading, English,

spelling, or arithmetic. Therefore, some schools have reorganized a part of their regular school day to make for a more efficient use of time, teaching talent, materials of instruction, and physical facilities in realistically tending to individual differences.

For one, all pupils of the same grade level in some schools are regrouped according to ability in one or more tool subjects, such as reading. There are as many groupings as there are teachers at that grade level in the school. Then, in three hour-long periods a week, classroom teachers serving children at that particular level co-ordinate their energies by teaching a special group from the entire level. Under such an arrangement, the class size may vary according to the job to be done and the intensity of need for individual instruction. Teachers find that they can cope more effectively with each group, since the children in each grouping have similar problems and similar levels of achievement.

Another plan involves utilization of special school personnel other than classroom teachers in addition to these latter. Pupils from the same grade level are grouped ability-wise in a threefold manner for reading. At specified intervals a complement of only 17 or 18 of the poorest readers of the particular grade level report for special remedial work to the adjustment teacher, while a considerably larger number of the gifted pupils report to the librarian. The regular classroom teachers then divide the remaining pupils into relatively homogeneous groups in such manner that they can concentrate all of their time and efforts on the lesser problems of a more homogeneous grouping. By involving more personnel, group membership in the regular classroom is lowered to a figure more nearly approaching a class size that can be dealt with effectively.

In schools with high mobility — especially those characterized by resultant diversities of cultural background — parents, teachers, and principals are showing mutual concern for extending the cultural horizons of pupils with meager experiential background, impoverished vocabularies, and poor patterns of speech and behavior.

In one school, members of the P.T.A. canvassed community resources to catalogue and make available for classroom use perceptual aids to supplement the traditional materials of instruction in the local school. A bewildering quantity and variety of materials was turned up — travel folders, filmstrips, duplicates of snapshots, representative souvenirs, movies, and realia of all sorts. This staggering accumulation of materials was made available to teachers by means of a central card catalogue within the school.

In another school, principals coordinated the efforts of teachers, P.T.A. members, and persons from other professions in the local community at large by collecting and assembling details about opportunities which industry, civic organizations, and other institutions afforded. This resulted in rosters and bulletins available for teachers' use in planning excursions and field trips. Since the number of class trips that can be organized is relatively small, the parents of individual children are urged to take their children on these trips after the youngsters have been briefed on what to see and how to find it.

Meeting Individual Interests

Individual interests cannot be overlooked in the school's total program of meeting individual differences. Not only have parents made materials available, they have also offered their services to visit classrooms for the purpose of discussing and interpreting the materials. They have also sponsored club activities during school time. With the emphasis being on motivation and enrichment of curriculum rather than on future careers, clubs in Spanish, electronics, and dramatics are now going strong in one school, for example, under the leadership of parent sponsors.

Reducing Full-Time, Pupil-Teacher Ratio

Perhaps the greatest obstacle to meeting individual needs in literally any teaching situation is high teacher-pupil ratio. In an effort to reduce this hurdle, additional qualified teachers are being assigned to schools on shift with teacher-pupil ratios higher than 40 to 1. These teachers — approximately one for every ten teachers — assist regular classroom teachers with individualized and small-group instruction. It is impossible

for these extra teachers to have classrooms of their own because these schools are overcrowded and have resorted to the shift to stretch the space available.

Use of F.T.A. Club Members

In several schools Future Teachers of America Club members from both the elementary and high schools within the district coach children who have fallen behind grade level due to mobility, sluggishness, or sickness. In one school, upper grade elementary club members, under the supervision of the adjustment teacher-sponsor, are assigned two or three children below the sixth grade who need remedial attention. These helpers are assigned to each teacher requesting their services. Materials of instruction used by these tutors are geared to repetitive drill, seatwork, sight reading, and recitation — activities which monopolize a teacher's day and try her patience.

Getting the Parents Into the Act

Robert Sargent Shriver, president of the Chicago school board, in a recent public speech appealed to school principals and administrators to return to their traditional role as community philosophers, and cultural and moral leaders. He further exhorted them to enlist the parents as collaborators in the education of their children. Many Chicago principals have been working at this job for years, but president Shriver's appeal has added great impetus to the movement. What does it mean in terms of specifics?

Many principals invite all the parents of pupils of a particular grade level to come to school to hear about the curriculum of the grade, the results of the testing program, the problems of instruction, the instructional materials used, and the support and assistance that the parent can give the teacher in their joint enterprise of promoting optimal growth of the pupil personnel. Following group guidance of this sort comes individual guidance. Parents of children with problems of various types — instructional, emotional, disciplinary, personality — are invited to come to school for discussion for these problems and ways in which the parent can assist in their solution. In addition, parents of children with special talents and unusual gifts are invited to come to school for home-school consideration of what these talents mean and how they can be fostered.

In case the child needs tutoring, coaching, or special help in reading or arithmetic, for example, the parent is informed regarding the nature and extent of the deficiency and given some suggestions with reference to ways in which he can supplement on an individ-

ual basis the class instruction given by the teacher. If the parent feels for one reason or another that he is unable to give the needed help, it is often possible to arrange for a tutor to minister the need. Competent and regularly licensed teachers are recommended if the parent can afford their services; if not, a high school senior from a Future Teachers of America Club may be engaged.

Administrative Leadership

Such activities geared to meeting individual differences on a pupil-by-pupil basis would be virtually impossible without administrative leadership in initiation, follow through, and backing. For it first takes a superintendent and his principals — with the board's approval, of course — to authorize the requisite preliminary planning and the co-ordination of the efforts of the staff. Effective dealing with individual differences requires flexible school organization, variation at times in size of class, thoughtful allotment of suitable space for different types of activity, careful co-operative planning of an instructional program tailor made for the needs of a particular group, as well as a permissive and encouraging attitude on the part of administrators and supervisors.

Effective, co-ordinated programs for meeting individual needs of pupils sometimes require the assignment of personnel on a basis other than each teacher's serving the quotient of the pupil-enrollment divided by the total-number-of-teachers. Administrators must somehow provide the varied materials needed, and for best results they must enter into the work in the classrooms on a democratic basis to become thoroughly familiar with the problems faced by teachers. As they become sentient to these problems, they will see more clearly the teachers' needs and be fired with the enthusiasm for seeing to it that these needs are met.

Evaluation the Key

To unify purposes, to co-ordinate efforts, and to discover the strengths and weaknesses of the program of instruction, a program of evaluation is essential. The testing program will reveal the individual pupils deviating considerably from the norm. These deviations call for a more individualized, a more particularized type of instruction. The search for the answer to their needs can be as exciting as the search for a new remedy for physical ailments on the part of the medical researcher. This type of joint pursuit of the gleam by administrators and staff serves to heighten morale of teachers and to empower them to face up more realistically to their role of really meeting individual differences.

In Northeastern's "Internship" program —

Interns Help Teachers



... with classroom assignments, with noon-hour supervision, with clerical details: help that teachers and experience that "student-teachers" need.

LESTER S. VANDER WERF
Dean, College of Education, Northeastern University, Boston

Five public school systems of Massachusetts have this year accepted some 30 students from the Northeastern University College of Education Teacher Internship Program. Informal evaluations by public school staffs thus far suggest the idea to be eminently worthwhile.

The Co-operative Plan of Education has been in operation at Northeastern for nearly 50 years. In contrast with the usual four-year program leading to the baccalaureate degree, students in the Colleges of Engineering, Business Administration, and Liberal Arts spend five years as undergraduates, alternating, in the upper four years, periods of work experience with periods of full-time academic study on campus. This past year over \$4,000,000 was earned by Northeastern Co-op. students working for some 600 employers.

The Teacher Internship Plan

Students at Northeastern who are preparing for teaching careers may enroll in co-operative curricula leading to the degree of bachelor of science in education. During the freshman year of these five-year programs, students give their full time to basic courses of study at the University. Beginning with the sophomore year the students are divided into two divisions. Thereafter, they alternate periods of classroom study with periods of work for pay on a job where they can serve usefully and at the same time gain valuable experience in the field for which they are preparing.

Two students co-operate in filling one job assignment so that while one is at college the other can be at work and the job is covered continuously. In a calendar year each student has 25 weeks on campus at college, one ten-week and one sixteen-week period on the job, and one week of



In addition to "practice teaching," a full schedule of related teaching duties are provided interns in Northeastern's College of Education intern program to acquaint student-teachers with all phases of the modern teaching process.





Teacher interns can go a long way toward relieving the teacher shortage both in the training stage and upon graduation.

vacation. All co-operative work assignments are carefully and continually supervised by a staff of faculty members who give their full time to this responsibility.

The primary purpose of the job assignments is to provide opportunity for meaningful experience for the student so that he may be better qualified for the professional field in which he plans to serve. An incidental but important advantage is the ability of the trainee to earn part of his educational expenses.

Students in the College of Education have a maximum of 80 weeks available for co-operative work assignments during the normal periods when school systems are in session (September through June). In some instances such students may expect to be assigned for the full sequence of four years to a progressive training program in a single school system.

Longer and Sequential Preparation Period

To gain the maximum benefit from the Internship Program, school systems are encouraged to set up arrangements in which students could serve over a two-to-four-year period. During this time each intern will spend two ten-week periods per year in the schools of the community. The work periods are so organized that the student is available for full-time duty during these periods. As the interns are assigned on an alternating schedule, the community will have one person on duty at all times. At the end of the "work" period, the intern returns to the University to resume academic studies while his alternate replaces him in the field.

The extended period of time available for the training provides opportunity to plan a graduated program of experiences progressing from the simple, routine duties to the more complex tasks.

How Interns Are Selected

To the staff of the College of Education it appears obvious that qualifications of students must be commensurate with their responsibilities as interns. It is therefore necessary for students to evidence a pattern of highly desirable academic, character, and personality requirements before being placed in the Internship Program. In a very real but broad sense, the internship is an "Honors" Program.

Although it is conceivable that highly qualified students may decide, during the period of internship, to change vocational direction, every effort is made to select students for this Co-operative Program who have not only the requisite aptitudes, but also a genuine desire to qualify themselves for careers in teaching.

The College of Education believes that it can contribute most helpfully in reducing the present critical shortage of teachers by attracting to and sustaining in its teacher education curricula those young people whose qualities of mind and character equip them for the signally important task of providing leadership and instruction for tomorrow's children. Thus prospective interns are screened twice, first by the college staff and then by the school administrators whose decision determines who will be employed.

Realistic and Diverse Experiences

It is a generally acknowledged fact that much of a teacher's time is spent in other than instructional duties, such as preparation, correction, recording of information, etc. It is in this group of related duties that the first-year teacher is often unprepared because of a telescoped student-teaching period. The late afternoon and evening duties are sometimes completely omitted. The program here described provides the opportunities for instruction and experience in the complete schedule of teaching duties.

Northeastern Interns in their second and third years spend most of their time on routine activities, assisting principals and teachers in a variety of tasks. During the fourth and fifth years, students increasingly assume responsibility for tasks related to teaching and even direct instructional duties with individuals and small groups. The first term of the senior year is set aside for student teaching without pay as is customary in other programs. At upper levels, when interns are involved in student teaching or instructional responsibilities otherwise, they are required to attend a weekly seminar conducted by the supervisor from the University Staff.

Assistance for Community's Teachers

To be successful, the teacher internship plan must make a definite contribu-

tion to the community's educational program. As the intern profits from the associations and experience in the community and as he grows in knowledge through his college courses, increased understanding is reflected in the classroom and school to which he is assigned.

An intern's contributions may be limited to more or less routine matters at the outset; but, as he matures, his contributions become greater in scope and value. The pictures which accompany this article indicate some ways in which interns have been of help to teachers.

It is completely realistic to plan an intern's duties in advanced phases so as to include not only group and class instruction for a period, a day, or a week, but actual classroom direction as a substitute on a full scale for varying degrees of time depending upon the ability of the student and the characteristics of the class.

The college staff believes that the time, effort, and study accompanying this training results in a genuine enhancement of the instructional program of the school. In order that there may be no misunderstanding about the program, however, it should be pointed out that the University does not propose the use of interns to displace competently prepared teachers.

Developing a Supply of Teachers

From the practical point of view, the greatest profit for the community from the Northeastern Interns may accrue from the potential supply of teachers they represent. Students recommended for the Internship Program have lengths of service before graduation varying from 20 to 80 weeks. In this period of teacher shortage, school systems might well consider the advantage of having candidates who have been observed by administrators for a considerable period of time — candidates who know the school system, its methods, materials, and personnel. In effect, such candidates can greatly reduce the uncertainties which normally accompany the hiring of new teachers.

Although certain basic aspects of the Internship Program seem to be warranted as meeting requirements of common sense, nevertheless, the plan is adaptable in its details of operation to unique features of individual school systems. Modifications of the method of operation are made flexibly, provided always that these are soundly conceived in such fashion as to help improve the total program. It has already become apparent that the patterns in which interns function vary widely according to the needs of school systems. Duties of interns have run the gamut of all conceivable types of responsibilities. It is expected, however, that as the program develops, new patterns will emerge.

An important inference can be drawn for all this; namely, that the alert administrator, desiring to make the most of the strengths of his staff, can so plan and co-ordinate the efforts of all as to extend the dimensions of the instructional program. Without the presence of interns, the degree of flexibility needed for these adjustments would be limited.

C. A. WEBER

Professor of Education, University of Connecticut, Storrs

One of the most disturbing educational problems facing boards of education over the country is that of providing salaries which are appropriate to attract and keep professionally trained teachers. There are a few, of course, who feel that teachers are adequately paid — or perhaps it should be said that there are a few who say that teachers are adequately paid. But these people are in the minority. There is abundant evidence to support the assertion that the majority believe salaries paid teachers are not adequate. Furthermore,

dependents, for marrying, or for rearing children.¹

The Necessity of Differentials

But boards of education in the United States are being pressed to establish differentials in salary which favor men — differentials which favor those who have dependents such as those men who are married and have families. "We simply cannot get men without subsidies" is a statement often heard in school board meetings. Furthermore, superintendents of schools are now say-



To attract and hold
capable male teachers,
stabilize their
salaries by providing
assignment differentials . . .

boards of education, generally, believe that salaries of teachers should be higher.

But several aspects of the salary problem are bothering boards of education almost to the point of frustration. Some of these problems are:

1. How can we pay married men with families salaries which are adequate to support their families — and stick to the salary schedule?
2. When we are faced with increased expenditures to house pupils, how can we pay teachers higher salaries?
3. Why must we pay weak teachers the same salaries as we pay strong teachers merely because both have the same number of college credits and the same number of years of experience?
4. Where is the money coming from?

These are perplexing problems indeed. In this discussion only the first problem will be considered.

In school circles it is a generally accepted principle that sex, color, religion, political affiliations, and number of dependents should *not* determine the salary of teachers. Similarly, it is generally accepted that "equal pay" should go to those who do "equal work" — regardless of color, creed, race, sex, or dependents. In general, also, it is accepted that persons should be paid for doing a job, not subsidized for having

ing that, unless something is done to make it possible to give teachers with dependents more income, the schools simply cannot compete with industry.

If one is realistic, he cannot escape the observation that salaries for women in teaching positions compare quite favorably with salaries for women in other vocations. Similarly, if one is realistic, he must admit that salaries for men in teaching, even in the field of administration, do not compare favorably with income of similarly trained men with similar responsibilities in other vocations.

These observations lead to two conclusions, namely: (1) women with ability can be attracted, even now, to the teaching profession; and (2) men with ability tend to "shy away" from teaching unless they see real, immediate, opportunities for entering specialized higher paying areas, such as coaching, supervision, or administering. As a result, graduate schools in education are currently preparing a surplus of men for administrative assignments — they are actually training many more men than there are positions available within the foreseeable future. (Many are going

¹See C. A. Weber, *Personnel Problems of School Administrators* (New York: McGraw-Hill Book Co., 1954).

to be disillusioned soon.)

To a certain, limited degree federal income tax provisions take the factor of dependency into account. For example, a single teacher without dependents whose salary was \$5,000 in 1956 is likely to be required to pay about \$944² federal income tax for the year 1956. However, a man with a wife and two children who received a salary of \$5,000 for 1956 is likely to be required to pay \$664 federal income tax for the year 1956. Thus the net income of the married man of \$4,336 should be compared with the net income for the single teacher of \$4,056. Relief to the extent of \$280 results.

But relief to the extent of \$280 is not even close to the added expenses of the married man. Comparison of expenses of the two teachers, a single teacher without dependents, and a married teacher with two children, is helpful.

Item of Expense	Cost in Dollars	
	Single Teacher ³	Married Teacher With 2 Children
Food	\$1,200	\$1,800
Clothing	300	500
Room or Housing	600	900
Life Insurance	45	300
Teachers' Retirement (withheld)	250	250
Savings to Supplement Retirement	150	350
Local & State Taxes (not sales)	30	60
Summer School once every 3 yrs. (1/2)	40	50
Extension Courses	45	45
Books & Subscriptions (Prof.)	25	25
Books & Magazines (Non Prof.)	15	60
Dues to Prof. Organizations	20	20
Contribution to Church & Other Community Agencies	50	100
Health & Acc. Ins., Blue Cross, etc.	40	75
Doctors, Dentists, Hospital, Medical	50	150
Recreation	100	100
Transportation (Not Car Ownership)	100	200
Personal Grooming	60	150
Fuel, Telephone, Lights, etc.	45	300
Total	\$3,165	\$5,435
Federal Income Tax (Tax for 1956)	944	664
Total	\$4,109	\$6,099

It is easily seen from the above comparison that the single teacher without dependents whose salary is \$5,000 has \$891 left over to do one or more of the following: (1) purchase and operate a car; (2) deposit money in savings accounts or otherwise make investments; (3) increase the standard of living; (4) make increased donations to charities, church, community activities, etc.; (5) travel during the summer; (6) attend summer schools.

²Tax figures are taken from J. K. Lasser, *Your Income Tax 1957* (New York: Simon and Schuster, 1956), p. 140.

³See Weber, *op. cit.*, chapter on "Salaries and Salary Scheduling."

On the other hand, the married man with two children does not receive enough by \$1,099 to take care of essential expenses for himself and family; he must do one of two things: (1) Give up something; or (2) seek additional employment to meet the deficit (and they do). Actually, what happens is a combination of both. Mr. Married Man is very likely to curtail purchase of life insurance, cut down on clothing for himself and his wife, reduce or eliminate savings, and provide limited recreation for his family. The question of owning a car for use of his family requires further austerity. And, in spite of austere measures, this married man finds it necessary to get additional employment merely to meet recurring bills. At best he is an harassed man — no wonder teachers like him are hard to keep or to get!

Recently the author inquired of married men in his graduate classes about this situation and found that over 80 per cent of the men who did not have administrative assignments were forced to take jobs in factories, filling stations, and stores during the school year and summer in order to meet bare necessities of living. None was very happy over the situation and, what is even worse, many were seriously considering leaving teaching entirely.

Since the majority of teachers are women, and because many women have no dependents, this segment of the teaching vocation often opposes, on every front, any attempt to differentiate salary-wise between those who have dependents and those who do not. In principle, they seem to be on sound ground.

Differentiation by Assignments

Now, to return to the original statement at the beginning of this discussion: let us accept the principle that sex, color, religion, political affiliations, and the number of dependents should not determine the salary of a teacher. Let us assume also that "equal pay" should go to those who do "equal work." What is the solution?

It seems clear, then, that boards of education must differentiate in terms of assignments and might well consider the following proposal:

- Offer employment to both men and women who have legal dependents (Persons who have been and actually are listed as dependents on Federal Income Tax returns) as follow:
 - Persons with one actual dependent 10 months (200 days).
 - Persons with two actual dependents 11 months (220 days).
 - Persons with three or more actual dependents 12 months (240 days).

(NOTE: It should be noted that the word is *offer*, not *require*. Teachers could be *offered* such employment, but might elect to accept only 9 months or 180 days.)

2. Fix salaries for 200 days of service as that on schedule, plus 10 per cent. (Thus, if the base pay were \$5,000, for 200 days the salary would be \$5,500.)

3. Fix salaries for 220 days of service according to schedule, plus 20 per cent. (Thus, if base pay were \$5,000, for 220 days the salary would be \$6,000.)

4. Fix salaries for 240 days of service, as according to schedule, plus 30 per cent. (Thus if base pay were \$5,000, for 240 days the salary would be \$6,500.)

5. Assign responsibilities to teachers working 200, 220, and 240 days *in addition* to regular teaching assignments. Some samples of responsibilities would include:

- Supervising summer playgrounds.
- Working with Boy Scout and Girl Scout groups.
- Refereeing summer sports and little league and intermediate league baseball.
- Supervising summer band or theatre programs.
- Supervising work-experience programs.
- Teaching summer classes for retarded children.
- Offering nonacademic courses for high school pupils who have pursued strictly college prep courses (typing, shorthand, bookkeeping, shop, home economics, etc.).
- Offering college prep courses for high school pupils whose regular program did not include special subjects needed for college entrance (Algebra, Geometry, Physics, Chemistry, Botany, etc.).
- Supervising camping programs.
- Teaching remedial reading or arithmetic programs.
- Assisting principals, supervisors, superintendents, and others in arrangements for opening of schools in the fall.
- Teaching adult education courses.
- Taking school census.
- Studying school problems (such as curriculum) and undertaking research projects.
- Attending summer school for specific purpose determined by the board — study of a problem faced by the district.
- Others determined by the board.

(It should be noted that a married person with no children to support whose spouse is living and working could not be classed as a teacher with dependents. The board of education should make very clear what it means by "dependents" and such clarification should appear in the minutes of the board and in handbooks for teachers. Furthermore, teachers should be notified that falsification regarding dependents would be considered unprofessional conduct and hence grounds for termination of contract or even of tenure rights. Administrators should help boards of education to "spell out" this problem in detailed written policies before any plan is adopted.)

Salary Now Meets Needs

Suppose we return now to our two teachers, one an unmarried teacher without dependents whose salary was \$5,000 who worked 180 days and the other a married man with two children who elected to accept 12 months employment (240 days). The married man with two children would be receiving \$6,500 — neither because he was a man nor because he had dependents, but because he worked 12 months as against 9 for the single teacher.

(Concluded on page 73)

Employ classrooms and teachers around the year, broaden your curriculum — consider the advantages of

The Summer Kindergarten

ROBERT E. WILSON

Superintendent of Schools, Mansfield, Ohio

With growing enrollments and increasing taxation, we are rapidly approaching the point of diminishing public enthusiasm for supporting further school levies and bond issues. Admittedly, we have not yet reached the peak of public education's costs. There is more to come, but buyer resistance is stiffening. School officialdom, therefore, must explore its only alternative to the maximum: finding ways of more efficient and economical operations.

Because of this situation, the Mansfield, Ohio, public schools have adopted a program that may possibly revolutionize one phase of public education — kindergartens.

By way of background, the Mansfield public schools have offered no kindergarten opportunities for about 25 years. Public sentiment for initiating kindergartens has been growing, however, and the administration, as well as the board of education, has been desirous of starting them. In recent construction projects, kindergarten rooms were built in order to get ready for the program. With the completion of the buildings there remained only the matter of obtaining sufficient operating funds to conduct the program.

Plans were shaping up in this direction for last fall's election, only to discover that, by the time sufficient money would become available, there would no longer be adequate space in all the buildings for kindergartens. Moreover, the rapidly growing enrollments in grades one to twelve crowd out all kindergartens within a matter of two to four years. It didn't make sense to launch a partial program and then abandon it almost immediately.

Another problem was one of teacher supply. Many responsible educational agencies have been urging communities without kindergartens to postpone starting them — not because of any educational philosophy, but because added teacher services aggravates the dwindling pool of qualified teachers.

The summer kindergarten idea tends to solve both of these problems. Classroom space is abundant in the summertime. Also, qualified teachers can be secured from the existing elementary staff,

even from neighboring communities if necessary.

Do Parents Want It?

School officials had considerable apprehension about parental acceptance when the plan was under early discussion. In order to get an indication of parental co-operation and interest in having their children participate in the summer kindergarten, a survey was conducted among all parents who had children likely to enter school and kindergarten this summer. The explanation was made publicly as to why it was impossible to provide full-year kindergartens and why the idea of summer kindergarten was under consideration.

The response to the questionnaire was startling! More than 87 per cent of those who responded indicated a definite interest and willingness to have their children attend kindergarten next summer.

All the anticipated objections to a summer kindergarten cropped up in response to the inquiry — too hot; children ought to be home with older brothers and sisters during the summer months; families would be out of town on vacations, etc. Yet the overwhelming expression of interest convinced the administration and board of education that the idea would meet with success.

How the Program Will Operate

Kindergartens will be opened in all elementary school buildings this summer where there is a minimum of 15 children enrolled. There will be the usual morning and afternoon sessions, with class sizes,

instructional procedures, and learning experiences about the same as one can find in the traditional public kindergarten. The only difference will be in the length of the term. No transportation is provided by the board of education, and the parents must assume responsibility for getting children to and from school.

The term will extend six weeks. It could be eight weeks but it so happens that in Mansfield a valuable, two-week "Safety-Town" program on desirable traffic safety habits is sponsored by the City Police Department for all pre-schoolers during the summer prior to their entrance into the first grade. While children enrolled will have an eight week's obligation, two weeks of the period will be devoted to the Safety-Town program and children will have only six weeks of kindergarten experience.

Supervision of the program will be under the direction of the regular summer school director. Custodial help will not be a problem inasmuch as the janitors are on 12-months duty anyhow. One additional advantage is visualized by conducting kindergartens in the summer. Since the school psychologist is on 12-months duty, he can devote practically all of this eight-weeks period to helping teachers test and study the "difficult" children before the regular school gets under way.

Registrations for kindergarten are to be completed at the usual spring round-up of first graders. The pre-school health clinic is conducted at the same time.

Costwise, of course, the program is substantially more economical to operate than a full-year program. The only ex-

The economic advantages of a summer kindergarten seem to be many, but will the eight-week program accomplish what is normally expected from kindergarten experiences?



pense will be for teaching salaries and for the usual supplies which the board of education might furnish for kindergarten pupils. Estimates indicate that the total cost of the summer kindergarten will be less than \$10,000, whereas a full-year operation of kindergarten in our city would cost over \$75,000.

Another incidental merit of the plan favors the teaching staff itself. More teachers can secure summer employment in the profession for which they were trained. Getting teachers to handle the summer kindergarten has been no problem at all.

How Valuable Is the Summer Kindergarten?

Obviously, the program's value is the criterion against which all education endeavors must be tested. Can enough be accomplished in six weeks of kindergarten to justify the bother and expense? Are we kidding ourselves as to the practicality of the plan or is it a mythical economy? While it is too early for conclusions, if we can find a satisfactory answer to this question, we will know whether the idea is worth trying elsewhere.

Ardent devotees of kindergartens will probably be suspicious of the plan. If, as a result of our experiment, it can be determined that a six- or eight-week summer kindergarten will accomplish about the equivalent of what is normally expected from kindergarten experiences, there could follow a general re-examining of traditional concepts in this regard. There is available from other school systems which conduct normal full-year kindergartens sufficient evidence (or at least opinion) that kindergartens do make a contribution to children's learning. Exactly how much has never been established.

Observers have frequently raised the question, however, about a point of diminishing returns beyond which children do not gain much from kindergarten. When a child has developed satisfactory socialibility and he is ready to handle first grade work, he doesn't drop out of kindergarten at that point with our present setup. A kindergarten runs for a school year, and therefore, the child continues to attend for a year. It must be admitted that the only reason kindergartens traditionally operate for full school years is that the period just happens to coincide with the regular school year.

When do children acquire the intended outcomes from a kindergarten program? Does it take a year, a half year, six weeks, or a month? — These are the questions we hope to answer. If it can be established that: (1) children do adjust to a regular school situation better for having had the kindergarten experience; and (2) if a child can adjust as well after six weeks of kindergarten as a child does from a full-year kindergarten, then many communities might well take a new look at their programs for kindergartens. Especially is this true in light of increasing school costs, increasing enrollments, and increasing shortages of classrooms and teachers. When the financial squeeze is on, we search for possible adjustment. It might be kindergartens.

The Cycle of Interest in Written Policy Statements

D. PATRICK HUGHES

Supervising Principal, Lyons Falls, N. Y.

Every community school board has policies, though they are not always so labeled. They are scattered through the minutes of the meetings. Some exist in the business records; some are dictated by printed ledger forms, or Education Law. Handbooks of bylaws, rules and regulations, duties and responsibilities, guiding principles, and procedures spring from policy. Calendars of school days, holidays, and activities are policies. Proposals and their adoption are policies, as are precedents set by all of the foregoing.

What most of them lack is either formal adoption by the community school board or designation as a written statement of policy.

Sometimes a policy is adopted formally, a decision made, and then the policy is forgotten. Later, another, and similar, decision has to be made. So another policy is stated and adopted. It may be the same as the first. If so a uniformity of decision develops. But, it may differ from the first — decisions differ, and an issue is born.

Again, statements are made from time to time that reflect precisely a board's considered opinion as representing community need, community purpose, and, perhaps, consensus. But, they are not adopted formally and put into a form where they communicate to all affected by them.

Yet, decisions are made on the basis of these unofficial statements. They may be precedents, it is true, and excellent ones. But, in the wake of decisions based on them, they may have to be defended "after the fact," whereas a written statement of policy is first shown to be defensible, carefully studied for all possible interpretations, duly adopted, then used directly in decision-making, or as a basis for handbooks of bylaws, rules and regulations, duties and responsibilities, guiding principles, and procedures.

These are observations of a person interested in school board policy and its formulation.

The Stage of Concern

Such observations refer to school districts where a stage of concern with written statements of policy has not been reached.

Once a stage of concern has been reached, written statements of policy in a board's minute book are scrutinized carefully for their possibilities and shortcomings as enabling instruments, and other statements are examined for possible adoption, or revision. Blank spots are noticed, and a board moves toward the adoption of a written compilation of its policies.

Once at a stage of concern, it is important that a board make it a continuing concern. Too often, in the evolution of policy and the use of written policy, a board passes from a

period of indifference through a stage of concern and accomplishment to a period of security that can become, too easily, false security. From here, it is not far once more to indifference.

The third stage is the one to be most feared. Here policy can give a false sense of security. It becomes a rigid structure, stiffly formal. It becomes an unbending control into the future reaching a point where less and less can be fostered within it. Board members forget that man-made structure can be man-changed. In this third stage, policy becomes a protective device rather than an expression of community purpose forged into an instrument of action and growth. Then comes indifference to the importance of a manual of written statements of policy, and a board has come full circle.

This stage of indifference to a systematic set of written statements of policy may be helped along by the pressure of other obligations, for example, involvement in a building program. A board finds itself dealing with bricks and rivets and lime, a comprehensive educational program, and a complicated human relations problem, simultaneously. Frequently, to the exclusion of policy considerations, it becomes almost completely occupied with interim provisions for a fast-growing enrollment until new buildings are achieved, as well as the building program itself with its many legal, financial, architectural, contractual, and transportation problems being solved apace. Board members face an acute problem of time.

However, policy structure is just as important as plant structure, and never may be needed more than when time is at a premium. Indeed, new problems are born with new buildings, and policy should develop as the building program progresses.

Interrelated Areas

It must be emphasized that the task of compiling a manual of written statements of policy is not as imposing as it may first seem. Many of the areas in which policy must be formulated are interrelated, and the thinking in one area will carry over into others.

There can be parallel activity in different areas with parallel progress made by different groups working co-operatively on statements to be recommended to a board for adoption.

Some type of priority list should obtain with trouble areas at the top. It must be remembered that sequence and progress will not necessarily coincide; some of the first statements started may be the last finished. Also, the priority list may have to be revised.

Concern with written statements of policy is a board responsibility, and the formulation of these statements is a key part of a board's legislative function.

INDUSTRY

Education's Willing and Welcome Ally

F. R. POWERS

Principal, Powers Elementary School, Amherst, Ohio

I have an album of photographs that I call "my little white book." It contains 33 glossy prints that show just part of the contribution one of Amherst's local industrial concerns has made to our schools. The album is a picture record of a situation that has prompted many schoolmen to remark: "I wish I had a Walter Nord in our town."

Since 1939, the Walter Nord family, owners of Amherst's U. S. Automatic Corporation, has made an enthusiastic habit of presenting our schools with expensive gifts. From new science laboratory furniture to a complete cyclorama for our general purpose room's stage, from a magnificent sound system for our new elementary school to a practically endless list of equipment for our industrial-arts shop—these gifts are dramatically evidenced by pictures in my little white book.

Furthermore, this physical co-operation with our schools by the Nords has been supplemented by moral support in the form of service—Mr. Nord served for 20 years on the school board; Mrs. Nord was president of our P.T.A.

Their generosity and vision is apt demonstration of the National Association of Manufacturers' words: "More visibly and effectively, each year, industry is becoming the willing and welcome ally of education." I like to think my little white book captures how the Nords have contributed to what we hope will become a national trend. A trend to realize the N.A.M.'s admonition for more of industry's "Support, understanding, and defense" of our schools.



The portfolio of photographs shown above illustrate the variety of gifts made through the years to the Amherst, Ohio, schools by the Nord family, local industrialists. From lathes for the industrial-arts department of the city's high school, to new science laboratory furniture, to a complete stage

cyclorama: the gifts represent a trend in industry-school co-operation. Shown at the left are the Nords: Walter G. (seated) and sons Evan and Eric. Their interest in the schools has also been evidenced by the intangibles of service, expert repair help for industrial-arts shop machinery, and donated metal during times of shortages.

Schenectady, N. Y., moves toward—

EDUCATION FOR ALL

IRA FREEDMAN

Public Information Office,
Schenectady, N. Y., Schools



Blind and partially blind students are shown here receiving experiences specially suited to their needs.

**This expanded program
for education of handicapped
children offers opportunities
for those who are unable
to profit from regular
school classes. . . .**

In September, 1956, Schenectady, N. Y., marked another forward step toward a goal which forward-looking citizens, parents, and educators hope to attain—equal educational opportunities for *all* children. Because there are boys and girls within our population who are incapable of profiting from the public school education opportunities which are now available, the education of all is still an ideal. Schenectady drew closer, however, toward making this ideal a reality by offering public school experiences to:

1. **Blind children**, who previously had to attend a state school 232 miles distant

at Batavia, N. Y. These local facilities for instruction of the blind restored the home life so vital to total development. Salary for a special teacher, psychiatric testing services, a classroom, and general school equipment are provided by the school district; special equipment was furnished by the Association for the Blind. Parents provide necessary transportation and noon supervision.

2. **Mentally retarded youngsters whose intelligence quotients are below 50.** Again, co-operation, in this case offered by the Association for the Help of Mentally Retarded Children, aided the develop-



In mentally retarded class (left) pupils complete a wall map of Schenectady, while (below) children with defective hearing receive special instruction in hearing conservation class.





Pupils in Schenectady's eye-saving class work with jumbo map puzzles and large-type books printed on nonglossy paper, as well as special extra-dark pencils.

ment by the provision of noontime supervision, transportation, and speech instruction. The district furnishes classrooms, teachers, equipment, and psychological services.

The Existing Program

These two new services represent additions to an already successfully functioning program of education for Schenectady's children. This program includes:

1. A conservation of hearing class. A trained instructor guides these children through an individualized learning program

with emphasis on lip reading, speech, auditory training which includes use of hearing aids and general language studies.

2. A class for the partially-sighted. These elementary school children, like those in the hearing class, spend about half their school day with their regular teachers and classmates, and the remaining time in a sight conservation class. They benefit, under the guidance of a special instructor, from a wide variety of teaching techniques and books with very large type, special extra-dark pencils, and nonglossy paper.

3. The cerebral palsy classes. Operated jointly by the schools and the Eastern New York Orthopedic Hospital, these classes offer many types of unusual facilities and special, co-operating personnel from many fields to help cerebral palsy children with speech and motor difficulties achieve mental and physical rehabilitation.

4. Speech consultations. A trio of itinerant speech instructors privately instruct individual first and second graders with cleft palates, stuttering defects, etc.

5. "Home-bound" classes. Cardiac cases, epileptics, and long-time convalescents receive elementary, and junior and senior high school tutoring from two part-time teachers.

6. Special classes for pupils whose intelligence quotients are between 50 and 75. Largest group to profit from Schenectady's special classes, these 400 pupils receive a realistic education with stress on the three "R's" and occupational training, an education geared to their special needs and abilities.

Through this comprehensive program taught by sympathetic instructors, Schenectady helps its handicapped young people become useful citizens.



At Sunnyview, the Eastern New York Orthopedic Hospital, between 20 and 30 boys and girls ranging from kindergarten to the 12th grade are taught by three full-time teachers. They pursue educational activities ranging from handicrafts and arithmetic to music and business law.



An audio-visual approach to public relations—

PICTURE YOUR SCHOOL

EARL G. HENRY

Principal, Eugene Field School, Milwaukee, Wis.

Does your community know how field trips fit into your school's total program?

Many parents think of school in a very narrow sense—the experience their child is having at the moment, in a certain room with a certain teacher. As long as the child gives to the parent an impression of happiness and success, the parent is pleased with the school. Parent-teacher conferences, report cards, classroom visitations, notes, and similar home-school contacts focus parental attention on the teacher rather than on the total school program. A school is, therefore, often judged by the relationship that exists between a child and his teacher.

A school program, however, involves so many more staff members and so many more activities than those of one classroom. We know that the children are aware of this, but are the parents? What opportunities have they had to meet and learn about the work of the superintendent's staff, supervisory personnel, psychological and welfare counselors, therapists, and other special teachers? What do they know about the audio-visual aids and field trips which supplement classroom teaching; the special classes you conduct for those with a special need; the other school organizations and activities and other opportunities, techniques, and devices you utilize to provide for the fullest development of children? Do report cards, programs, and "Open House" nights show only the end results but convey little of the many factors in the school program which bring the results observed?

These are questions the members of the Field school staff asked themselves last September. As a result of our discussions, evaluations, and conferences (some with parents), we came to the conclusion that, unless their child has required the services of the counselors and special teachers, the parents know little about this segment of the staff. If a child does not participate in school organizations and activities, the parent may not be aware of the expanded school program.

We decided to provide an opportunity for parents to become better informed about the many aspects of the elementary school program. Having utilized many of the more frequently used forms of home-school contact—letters, bulletins, programs, conferences, visitations, and reports—we were anxious to present our school story in a different, more dramatic way.

Presentation by Slides

The old Chinese proverb "One picture is worth ten thousand words," provided the lead we needed. To tell so detailed a story would have required thousands of words. If written, would they be read? If spoken, how many meetings would be necessary? So we decided to use pictures.

Five faculty members owned cameras that would take colored pictures needed for 2 by 2-in. slides. At least one of these cameras was available at all times to snap children and staff members in action. Over one hundred pictures were taken from which 72 were chosen to make up the completed set.

To avoid having this a hit and miss project, a theme was agreed upon, a sequence of pictures determined, and a narration written and recorded to tell our story.

The following groupings were agreed upon for presentation: 5 titles and introductory; 7 staff members (superintendent to engineer); 28 basic subjects; 4 audio-visual aids (radio, television, projectors, recorder); 7 field trips (farms, museum, fire station, etc.); 4 pupil safety (police, cadets, civil defense, etc.); 9 school organizations (clubs, sports, monitors, projects); and 6 special services (medical, welfare, psychological, speech).

Several teachers joined in writing the script for the tape recorded narration. No attempt was made to explain how anything was taught. Its whole object was to make parents aware of how much Field offers boys and girls. To match certain pictures, recordings of children reading, singing, and playing musical instruments were included.

The unit was presented as the main feature of a Parent Night program. After showing the pictures, an opportunity was given to parents to ask questions and to meet all of the individuals involved in the Field story.

As indicated in the opening paragraphs of this article, the main purpose of this project was parent education. We hoped that by doing a better job of interpreting our total program we would gain improved appreciation and understanding of the school effort and, therefore, better home-school relations. As it progressed and after its completion, we became aware

of many related and resultant values for not only the parents, but for the community, staff, and school system as a whole.

For the Community

When a mother was asked to pose for a picture in her living room with the welfare counselor, she realized for the first time the existence, and, after a friendly chat, the role of this specialist. This certainly was a better contact for the parent and counselor than to meet when there was a problem to solve.

Neighborhood clergymen who share with us the development of the boys and girls in our community through religious instruction and the sponsoring of recreational programs became involved. The policeman and policewoman, firemen, library and museum personnel, and others who are concerned with the safety and education of our children co-operated in producing the desired pictures.

For the Staff

While intended as a public relations device, we realize how much was gained by the staff that produced it. Before such a project could be developed, it was necessary to re-examine our philosophy of education and state it in simple terms so that it might be kept in our minds, unifying the whole effort.

Many members of the staff had taken courses in photography, audio-visual aids, and script writing. This activity provided an opportunity for the utilization of many of the skills they had acquired and developed. For others who also helped but who had not taken such courses, it provided excellent in-service training. For all, it was a co-operative, morale-boosting experience in the production of an audio-visual device for home-school communication.

For the School System

The superintendent's staff was impressed with the production and enthused about its potentialities as a public relations device. While a similar project might be developed for an entire system, the personalized aspect of one done by a specific school makes it more significant for its community.

Effect of World War II on American Education

ROY C. WOODS

Professor of Education, Marshall College, Huntington, W. Va.

Great social crises exercise profound influence on educational progress. World War II can be used as an illustration of such a crisis, the effects of which can be shown by statistical data collected from the United States *Biennial Survey*. Data from this source were collected for the years 1937-38, 1939-40, 1941-42, 1945-46, and 1949-50 and covering: (1) the period before the war; (2) the year the war began; (3) the year the war ended; and (4) the period following the war. These data covered 12 topics as follows: (1) enrollment;

TABLE I. Total School Enrollment and Average Daily Attendance, 1939-1950

Years	Elementary Schools*	High Schools*	Total	Average Daily Attendance*
1939-40	18.8	6.6	25.4	22.0
1941-42	18.2	6.4	24.6	21.0
1943-44	17.7	5.6	23.3	19.6
1945-46	17.7	5.6	23.3	19.8
1947-48	18.3	5.7	24.0	20.9
1949-50	19.4	5.7	25.1	22.3
Per cent 1945-46 was of 1939-40	94.1	84.8	91.7	111.1
Per cent 1945-46 was of 1941-42	97.2	87.5	93.7	129.3
Per cent 1949-50 was of 1939-40	103.2	86.4	98.8	98.6
Per cent 1949-50 was of 1945-46	109.6	101.8	107.7	112.6

*Million.

ments; (2) average daily attendance; (3) teacher-pupil ratio; (4) salaries; (5) length of school term; (6) cost per average daily attendance; (7) number buildings; (8) value of school property; (9) school debt; (10) school revenue; (11) expenditures; and (12) per capita cost of education.

Warranted Conclusions

Without burdening the reader with detailed analysis, each table, I to V, does show certain pertinent data and trends resulting from this war to an interested observer. The percentage growth in the period immediately preceding the war when compared with the percentage of change in the following period seems to warrant the conclusions that there was:

1. Relatively little change in elementary enrollment but a definite drop in secondary school enrollment.
2. Relatively little change in the size of teaching staffs

TABLE II. Total Number of Teachers and Teacher-Pupil Ratio and Salaries for Teachers, 1939-1950

Years	Teacher-Pupil Ratio on average daily attend.					Teacher Salaries**
	Men*	Women*	Total*	attend.		
1939-40	194	681	875	25.2	1370	
1941-42	173	686	859	24.5	1435	
1943-44	127	701	828	23.7	1495	
1945-46	138	693	831	23.9	1731	
1947-48	162	699	861	24.2	2304	
1949-50	195	719	914	24.4	2896	
Per cent 1945-46 was of 1939-40	71.1	101.8	94.9	94.8	109.1	
Per cent 1945-46 was of 1941-42	79.8	101.0	96.7	97.6	120.6	
Per cent 1949-50 was of 1939-40	100.5	104.1	104.4	96.8	211.3	
Per cent 1949-50 was of 1945-46	141.3	102.3	108.8	102.1	167.3	

*Thousands.

**Million.

TABLE III. Current Expenditure Per Average Daily Attendance and Length of School Term

Years	Daily Expenditure Per Average Daily Attendance	Length of School Term
1939-40	\$ 88.09	175.0
1941-42	103.49	174.7
1943-44	121.93	175.5
1945-46	136.41	176.8
1947-48	179.43	176.8
1949-50	208.83	177.3
Per cent 1945-46 was of 1939-40	154.8	101.0
Per cent 1945-46 was of 1941-42	131.8	100.6
Per cent 1949-50 was of 1939-40	237.1	101.3
Per cent 1949-50 was of 1945-46	153.1	100.3

TABLE IV. Number School Buildings, Value School Property, and School Debt

Years	Buildings*	Value School Property**	School Debt**
1939-40	227	7635	xxx
1941-42	223	7801	2314
1943-44	209	7928	2453
1945-46	185	8191	2097
1947-48	172	9213	2507
1949-50	153	11347	3278
Per cent 1945-46 was of 1939-40	81.5	107.3	...
Per cent 1945-46 was of 1941-42	82.9	104.9	90.6
Per cent 1949-50 was of 1939-40	67.4	149.9	...
Per cent 1949-50 was of 1945-46	82.7	139.1	161.5

*Thousands.

**Million.

xxxNo data for 1939-40.

but a large loss in the number of men teachers during the war period, with an increase in the number of women teachers employed.

3. An increase in expenditures per average daily attendance.
4. An average salary increase for teachers during the period 1939-40 through 1949-50 which was less than the increase in per capita national income for the same period.

5. Relatively little change in the average length of the school terms, either the regular school year or the supplementary summer sessions.

TABLE V. Revenue, Expenditures, and Per Capita Cost of Education

Years	Revenue for Schools*	School Expenditure*	Per Capita Cost of Education in U. S.
1939-40	2261	2344	\$ 94.03
1941-42	2417	2323	103.49
1943-44	2604	2293	121.93
1945-46	3060	2907	135.15
1947-48	4312	4311	179.43
1949-50	5437	5838	\$ 208.83
Per cent 1945-46 was of 1939-40	135.3	124.0	143.1
Per cent 1945-46 was of 1941-42	126.6	125.2	130.6
Per cent 1949-50 was of 1939-40	240.4	249.1	222.1
Per cent 1949-50 was of 1945-46	177.6	200.8	154.5

*Million.

6. A reduction in buildings, but with it an increase in the value of school property and the school total indebtedness.

7. An increase in revenue for school purposes with school expenditures not increasing at the same rate, when studied in terms of total population, economical operations of schools was evident.

A final conclusion seems evident; i.e., education suffers in times of social crises and, in spite of the best efforts of educators, lowered standards and reduced opportunities for the children result. These conditions are not easily corrected and the ultimate effect is a lasting one. Students so affected are past

the school age. This was shown by Hartley when he summarized the cost of the war by saying,¹

Naturally no tabulation of figures can tell the full story for the full consequences to posterity will be reckoned and rereckoned as generations of historians yet unborn study the record — unless memory of it is obliterated in a worse man-made catastrophe hereafter.

It is significant however, that in each item studied the favorable trend which preceded the war was restored in the postwar period.

¹Gratton C. Hartley, "What the War Cost," *Harpers*, 198:76, Apr., 1947.

A periodic light meter check may help you—

Operate Your New Lighting System Efficiently



How many hours will this room's lights be left on unnecessarily?

WILLARD ALLPHIN

Illumination Research Engineer, Sylvania Electric Products, Inc., Salem, Mass.

"Yes, the new school is nice, but the electric light bill is terrific!" This sort of comment is often heard in the first months after a school has opened and it is frequently true that the bills are higher than for old buildings of comparable size.

The increase is usually due to one or more of three factors:

1. Lighting and power loads may be combined on the same meter; and power loads are usually greater in a modern building.

2. The lighting is nearly always better than in old buildings and may involve a somewhat greater load, even where fluorescent has been used.

3. The electric lighting may be left on when there is plenty of daylight available.

No one should wish to tamper with point No. 2, since we feel sure that children do better work in bright and cheerful visual environments.

Point No. 3 is the one which will bear some investigation. Of course, where daylight is admitted only through a narrow "vision strip," it is necessary to use the electric lights throughout the day, except when the room is darkened for visual education. On the other hand, rooms with large daylight sources usually have enough daylight illumination on clear days. This is not to say that a full size electric installation is ever unnecessary. The paper, "Daylight Measurements in Six New England Schools," *Illuminating Engineering*, Octo-

ber, 1955, shows that there are many low readings during the school year even in rooms with bilateral daylighting.

The important point is to use the electric lights when illumination on the poorest lighted desk falls below a minimum value and to turn them off when the illumination is substantially above this. A simple criterion for the minimum is the 30 foot-candles specified by the American Standard Practice for School Lighting.

A Checkup Program

Are the electric lights burned enough unnecessary hours to make a checkup program worthwhile? Even casual observation of recently completed schools will indicate that they are. In fact, this seems even more true in classrooms having fluorescent lighting than in those lighted with incandescent. One reason may be that the fluorescent fixtures often blend better with their surroundings; another undoubtedly, is that they give off less heat.

What sort of costs are involved? Let us assume a ten-room school having 2000 watts of lighting in each classroom. If the lighting is operated unnecessarily for two hours a day for 20 days per month, the excess cost is \$24 per month at a rate of 3 cents per kilowatt hour or \$40 per month at a 5 cent rate. Other numbers of rooms and hours of use would be in proportion.

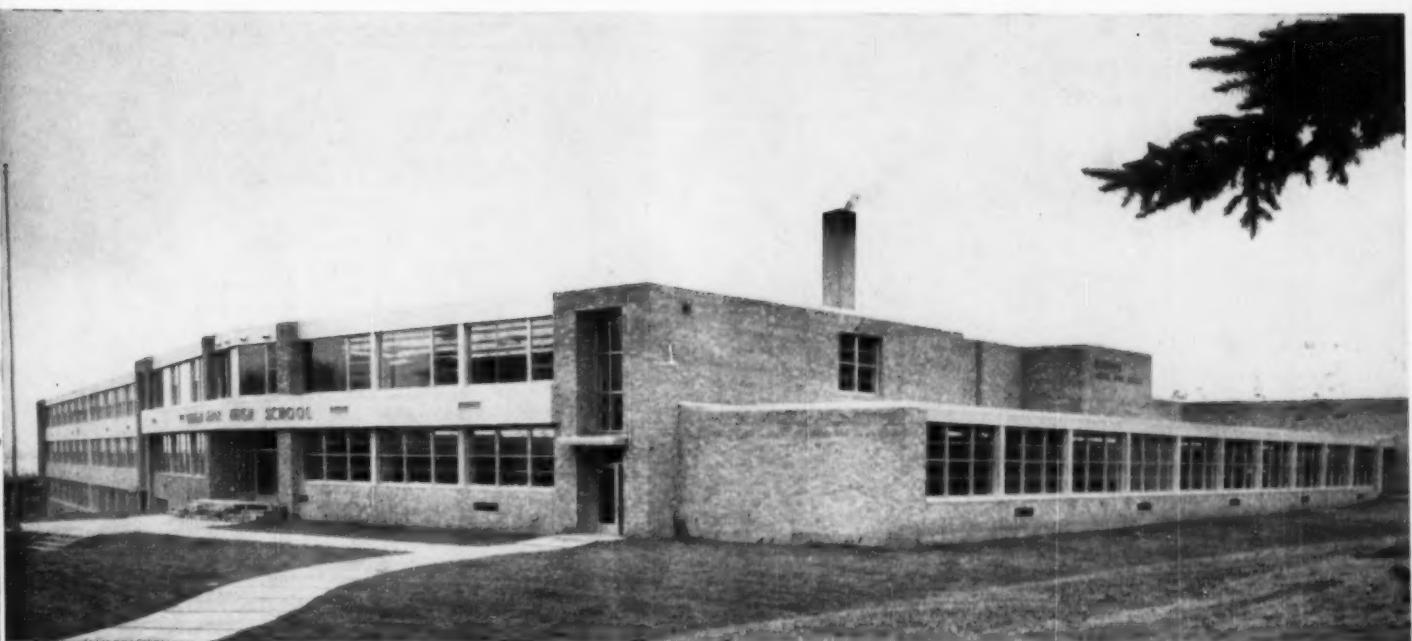
The cost of a small light meter is under \$50 and it should not take long to save

this amount where lights are being operated unnecessarily. The principal can visit each room two or three times when the school is new in order to establish that "on a day like this the lights need not be operated," or, "when it is cloudy like this, turn on the lights."

After the initial pattern is established, it should not be much of a burden on the staff to operate the lighting sensibly. Some allowance should be made for the diminished daylight of mid-winter, and occasional checks may be desirable. Also, a teacher should feel free to send to the principal's office for the meter when in doubt. Of course, it is better to err in a positive than a negative direction in following the pattern.

An uncorrected meter costs the least but reads correctly for only one type of lighting and fails to measure some of the light reaching it at low angles. A color-corrected meter is accurate with incandescent lighting, fluorescent lighting, and daylight. A cosine-corrected meter allows for the light reaching it at low angles. Both corrections are desirable and do not add greatly to the cost.

It is interesting to note how the trend has reversed. A few years ago light meters were being recommended as school equipment to insure that lights would be turned on when needed. Now there is a general acceptance of the need for good lighting and an unawareness of when it is operating, so that the meter is needed more for the turn-off function.



The practical, modern design of the brick and aluminum exterior of the Ordean junior high school, Duluth, Minn. — Thomas J. Shefchik, architect, Duluth, Minn. Dr. Alvin T. Stolen is superintendent of schools in Duluth.

An appropriately modern building to serve an extensive
Junior high educational program . . .

The Ordean Junior High School

DORA MARY MACDONALD

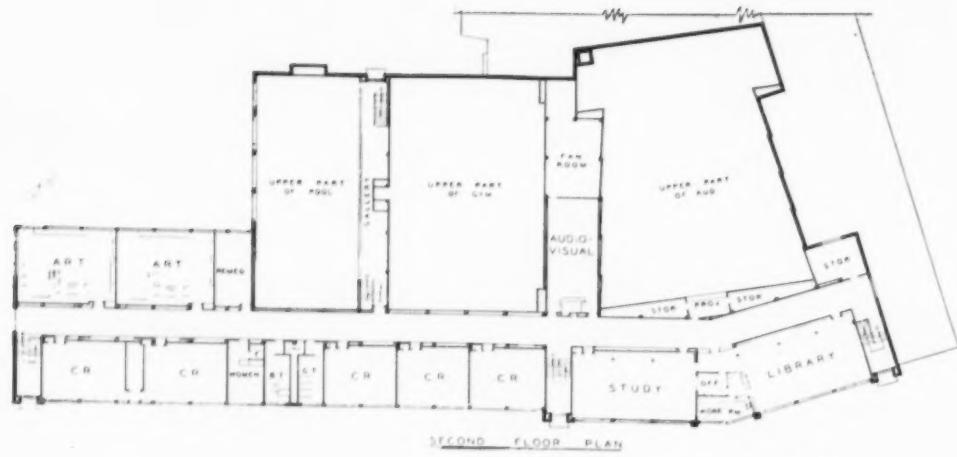
Board of Education, Duluth, Minn.

"Members of the school board can draw a sizable check on their bank of satisfaction for their contributions to our children," said Alvin T. Stolen, superintendent of public schools, Duluth, Minn., at the dedication of the new Ordean junior high school. About 3000 visitors attended the ceremony and toured the building. They came to see how their tax money is being spent; they left with a fine feeling of pride in having helped to provide such a physical plant for the education of Duluth's children.

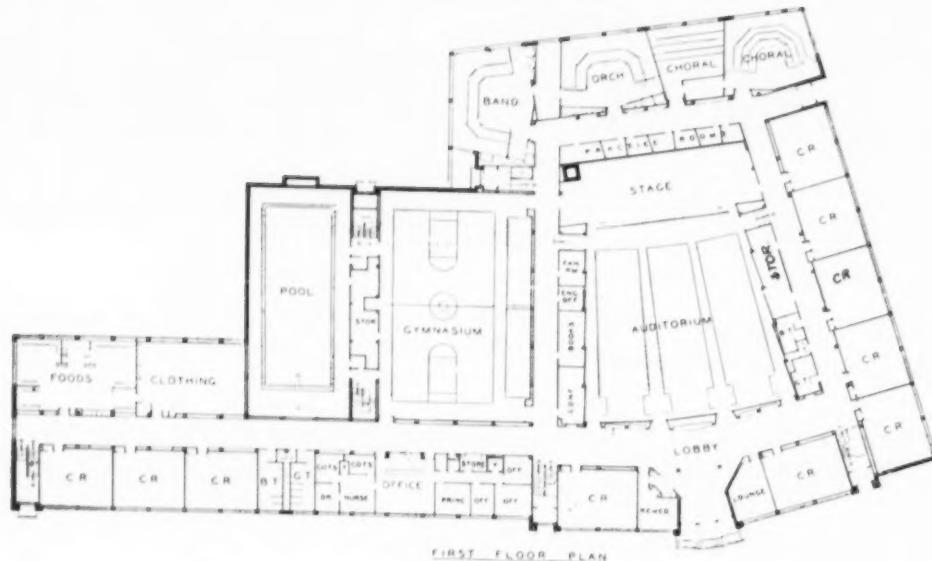
The Ordean is the twelfth school building in the city, either constructed, remodeled, or expanded, in the past six years. Construction projects are being planned, or are under way, for five other schools, including two new junior high school buildings. Bond issues totaling \$9,000,000 and a raise in tax limitation to provide \$950,000 finance the building program have been passed. It is noteworthy that citizens have



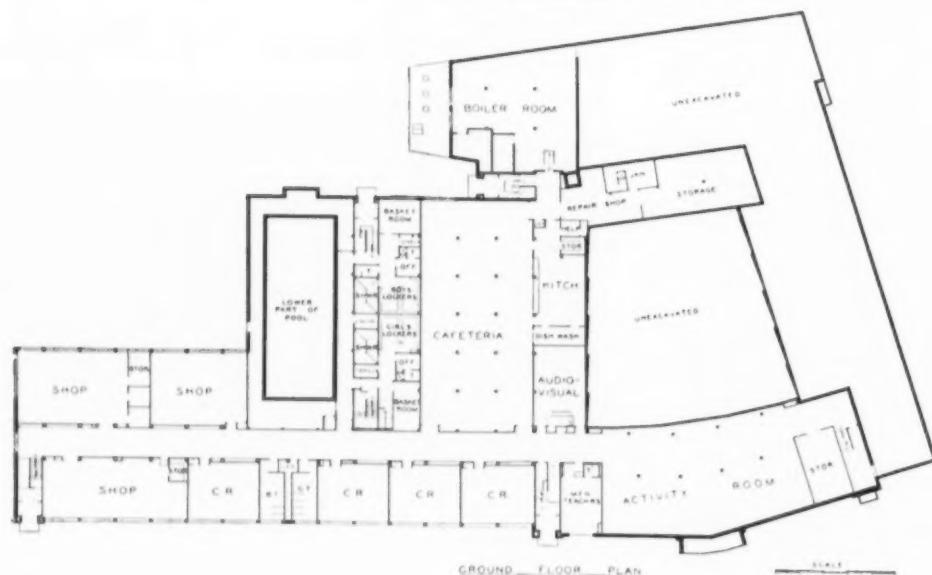
Typical of Ordean's 16 general instruction rooms. All classrooms have plaster walls, asphalt tile floors, fluorescent lighting and as generous window areas as practical with the school's cold-winter, cloud belt climate.



SECOND FLOOR PLAN



FIRST FLOOR PLAN



GROUND FLOOR PLAN

① ② ③ ④ ⑤ ⑥ ⑦

voted this money with comparatively little opposition.

The Planning

Plans for the Ordean building began with the superintendent and a committee of administrators and teachers he appointed to set standards. Preliminary plans were developed by the superintendent, the buildings and grounds committee of the board of education, Arthur J. Ward, chief engineer for the board, and the architect, Thomas J. Shechik. Supervisors of special rooms submitted their requirements.

Planning included study of the topography and soil of the building site; in Duluth, with its hills and rocks, this is especially important. The floor arrangement of the building was considered — administration suite, music rooms near the stage of the auditorium, industrial-arts rooms on the ground floor to get a better foundation for heavy machinery. Noise factors in certain classes (music, industrial arts) also entered into the location of rooms. Next came the enclosure for the floor arrangement. Decisions on materials, lighting, fixtures, and acoustical treatment were made co-operatively when the entire plan was submitted to the board of education.

Construction Materials

The exterior of the building is a light buff, hard-surfaced brick and aluminum trim. Window frames are aluminum, and stools are light gray marble. For this north country, each window is fitted with an inside storm sash.

In the interior of the building, floors are tile — terrazzo in the auditorium and at entrances; linotile in corridors; asphalt tile in classrooms; and cork tile in the library. Ceilings are of perforated acoustic tile. In general, walls are plaster. However, washrooms have glazed tile up five feet from the floor; the gymnasium has the same type, seven feet up from the floor; and entrances are framed in clay tile.

The steam heating plant consists of two type C boilers and underfeed stokers, with combustion control equipment. Steam is on from the day school opens in September till the day it closes in June. All classrooms have unit ventilators. The auditorium is equipped with an air-washer to condition air for temperature and humidity.

The building costs for Ordean are \$1,533,032.25: general contractor — \$941,685.84; plumbing, heating and ventilation contractor — \$337,212.00; electrical contractor — \$167,359.00; and architect's fees — \$86,775.41. Furniture and equipment add another \$92,000 to the cost.

Features of the Plant

Two outstanding factors in the building are beauty and efficiency. However, visitors invariably pause to admire the superb views from the windows — a panorama of rolling hills and a country club in one direction and mighty Lake Superior in the other.

The following facilities are provided for a school population of about 800: administration and medical suites; 16 classrooms for academic work; two rooms each for science, art, home economics, audio-visual and conferences; a room for typing, rem-



A window wall view of Ordean's spacious library, with the office and workroom shown in the background.



One of four rooms in the music department of the junior high. Along with abundant individual practice rooms, they are located conveniently behind the stage of the auditorium.



A view of the foods laboratory in the school's home economics department. A clothing room is also included.



One of three shops in the school's industrial-arts department, the woodworking shop introduces students to fundamentals of the subject. A second room is equipped for printing; a third for sheet metal, electricity, plastics, and leathercraft.

edial reading and corrective speech; three industrial-arts shops; four music rooms with a series of small individual practice rooms; a library, with adjacent study hall; gymnasium; four-lane, tile-lined swimming pool, shower and locker rooms; cafeteria, activities room; and auditorium.

Color and light are emphasized throughout the building. Each classroom is painted in gay colors formerly unknown in school rooms—even to an accent of red in an art room and the blue major equipment in the foods laboratory. Huge windows make up at least one wall of every classroom and extend from ceiling to floor on stair landings. In ceilings of the gymnasium and library are installed glass domes to capture and diffuse natural light.

The central entrance opens on a foyer, with walls covered with Italian Travertine marble. Features in the foyer are two large vari-colored mosaic tile columns and four walnut-framed display cases. At either side of the foyer are a ticket office and a lounge.

The auditorium seats 890 people. Stage curtains, the velour and Naugahyde upholstery of the opera seats, and the terrazzo floor are a soft shade of green. For good acoustics, the walls are not paralleled. From the rear of the auditorium to the front, offset panels along the side walls grade in color from dark to light beige. The rear wall is of walnut. Doors are padded in brown leather, studded in brass. A projection room above the rear, opens from the second floor. The stage is the width of the auditorium, with no proscenium. Modern facilities provide a variety of lighting effects.

Each music room, constructed with no parallel walls, has built-in risers. Between the two rooms for vocal music and the two for band and orchestra are offices with liberal storage space. There is a series of small, soundproof practice rooms.

The administration suite contains a main office (with a public-address system, switchboard, and mailboxes) private offices, and the adjacent medical suite of four rooms.

Special Areas

The foods laboratory, in a large corner room, has eight kitchen units, each with major equipment in a different price range. The low-level income kitchen unit has a standard range and sink, and a minimum of small equipment. The high-level income unit is done in natural birch; it has a built-in wall oven and surface units, an all-electric sink with dishwasher and garbage disposer, and more complete and expensive small equipment and table appointments. Each girl has a turn at each unit. A refrigerator, deep freeze, and laundry equipment are used by the entire class.

The clothing laboratory, with its adja-

cent fitting room, and art rooms have plentiful storage space.

One shop is equipped for woodworking; another, for printing; and the third, for sheet metal, electricity, plastics, and leathercraft.

The library is notable for its great windows. A small, bright room with a sink is partitioned off for work in repairing and cataloguing books. Adjacent to the library is the study hall, convenient for pupils who require research books during study periods.

For the physical education department, there is a ceramic tiled, four-lane official size swimming pool constructed at a cost of \$110,000. It has vacuum-type filters and provides for re-circulation, filtering, and chlorination of 90,000 gallons of water. Because swimming is a required subject to teach skills and water safety, there is only a small space for an audience; this space is used for "dry land training" during class time. The gymnasium provides for two classes at a time. Bleachers fold against the wall.

The cafeteria is used for three lunch sessions a day. Each formica-top table seats four persons. For pupils who eat lunch quickly, there is a nearby activity room, with a shuffleboard court marked off on the asphalt tile floor. The school will raise funds to buy equipment for such games as badminton and ping-pong.

The Ordean junior high school building is designed with one criterion—to provide the best possible learning environment for young people.

The school's cafeteria, designed to serve three lunch sessions each day, has small group tables to seat four pupils. A well-equipped, 20 by 52-foot kitchen is adjacent. For pupils who eat quickly, an activity room is provided with suitable game equipment.



The recently completed Stranahan elementary school, of the Sylvania, Ohio, Exempted Village School District, was planned to meet the educational and recreational needs of the community's youth and adults.

A functional educational program, one that would provide the best learning experiences for elementary pupils of the district, was determined before a suitable building was co-operatively designed by the school people and by the architects. The building was planned to be ultimately functional, in that it would physically facilitate, as completely as possible, the educational program.

Room Arrangement

The Stranahan plant is a single-story, 20-classroom building with long low lines that afford plenty of natural light. Its restrained modern design lends a homelike atmosphere that fits into the residential area it serves.

The design shows a clear-cut relationship of principal areas: the administrative and auxiliary wing at the base of four classroom wings, two of four classrooms and two of six classrooms. The two smaller classroom wings are single loaded with an outside projection serving as corridor and shielding the classrooms from direct sun-

The Stranahan Elementary School

Co-operatively planned
to provide functional facilities
for the educational
program of the community...

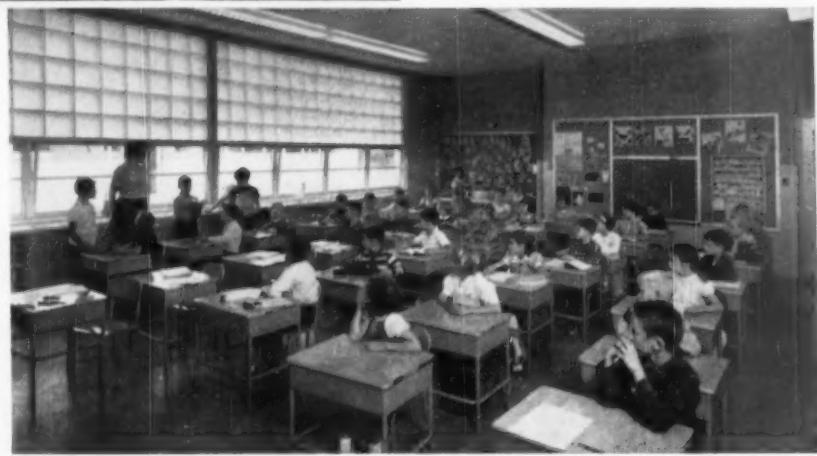


Two views of the clean-cut, functional exterior design of the Stranahan elementary school, Sylvania, Ohio.—McLaughlin and Keil, architects, Lima, Ohio. C. V. Courtney is acting superintendent of the district. The illustration of the exterior corridor (above) of the primary-grade wing shows the variation in handling the corridor patterns in the school's wings.





Corridor and window wall sides of typical Stranahan upper-grade classrooms. The classrooms have asphalt tile floors, glazed tile wainscots and painted block walls, acoustical plaster ceilings. Lighting is fluorescent; windows are glass block with a vision strip.

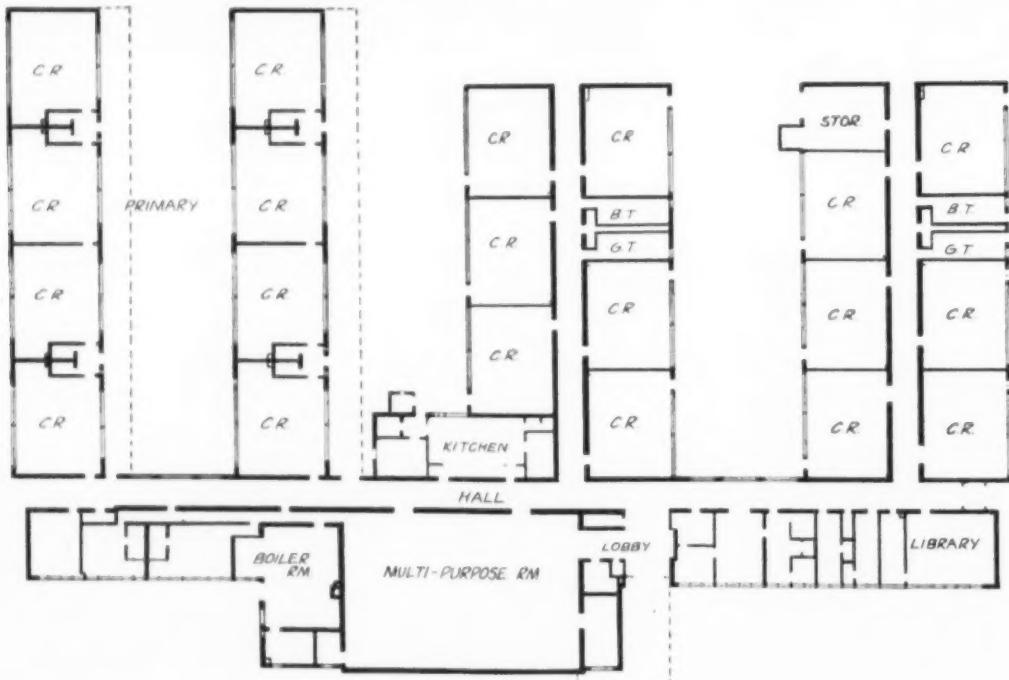


light. These classrooms are for primary grades and have individual toilet facilities for each two-unit set. The two six-classroom wings, for intermediate and upper grades, are double loaded with closed corridors and gang toilets.

The single-story construction offers quick and safe egress with exterior exits in each classroom. Less congestion and fewer accidents result. Shifting of classroom equipment and supplies is simple; future additions to the building can be provided inexpensively.

The base unit of the school contains the principal's office and rooms for health services. The 49 by 73-foot multi-purpose room serves a cafeteria-gymnasium-auditorium

The "finger plan" layout of the Stranahan school.



Pupil-scaled lunch tables that fold into the wall convert the multi-purpose room in Stranahan into a cafeteria. The 49 by 73-foot area will accommodate the assembly needs of the 600-pupil student body; adjacent locker and shower rooms serve the physical education uses of the students and the community.



role. Auxiliary rooms—lockers, showers, storage, and kitchen—are placed conveniently around it. The library, teacher lounges, and storage space are also in this wing.

Construction Materials

The contemporary design of the school has a predominantly brick exterior with limestone trim. The basic construction is masonry with a flat roof.

The classrooms have asphalt tile floors, painted block walls, and acoustical plaster ceilings. Each classroom contains cloakrooms, counters with sinks, and assorted cabinetwork.

The corridors and lavatories have terrazzo floors, glazed tile wainscots with painted block above, and acoustical plaster ceilings. The multi-purpose room has similar materials, except for tile flooring.

Lighting is fluorescent throughout and the oil-fired steam heating is distributed through unit ventilators. Because of windows on both sides of the classroom, maximum natural lighting and ventilation is possible.

All areas between the classroom wings are black topped for all-weather play use.

The Multi-Purpose Room

An example of dollar-saving efficiency in design, the multi-purpose room has lunch tables, scaled to fit the pupils, that fold quickly into wall pockets when they are not in use. With adjacent locker and shower rooms, the area can serve the physical education needs of the students.

Stationary basketball backboards will also serve community recreational needs. Placement of folding chairs will convert the room into an assembly area for students or a meeting hall for community groups.

A modern kitchen serves students at noon or community banquets at night.

Serving 600 pupils, the building had a total contract cost of \$529,340 or \$14 per square foot.

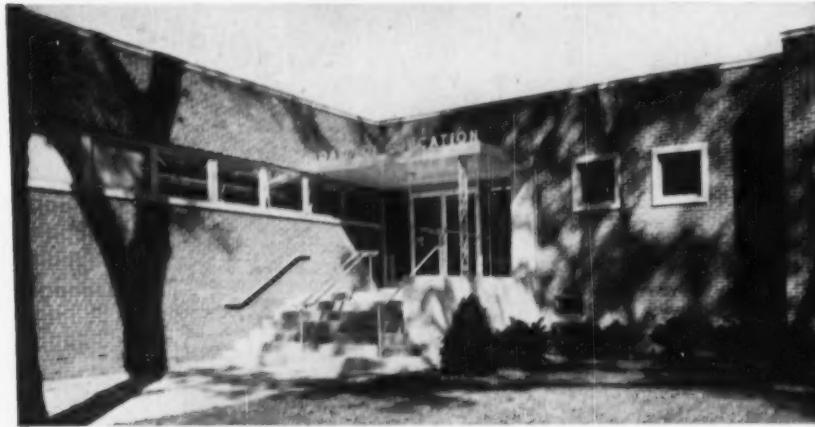
KIRKWOOD JUNIOR HIGH: The Little School Demonstrated



In contract award stage is the new Kirkwood, Missouri, junior high school. Designed around the "little" school idea, the plant breaks down the student body into units of 300 students; the two units, as pictured at the left, are connected by a common open court and by a common used science and typing room. Each unit can operate autonomously with its own classrooms, guidance areas, lounges, etc. Architects for the project, first in the area embodying the smaller educational unit idea, are Wm. B. Ittner, Inc.—St. Louis, Mo.



Solving a Special Building Problem



The main entrance of Maywood's "multi-purpose" building is shown above — Chiara & Chiara, architects, Maywood, Ill.



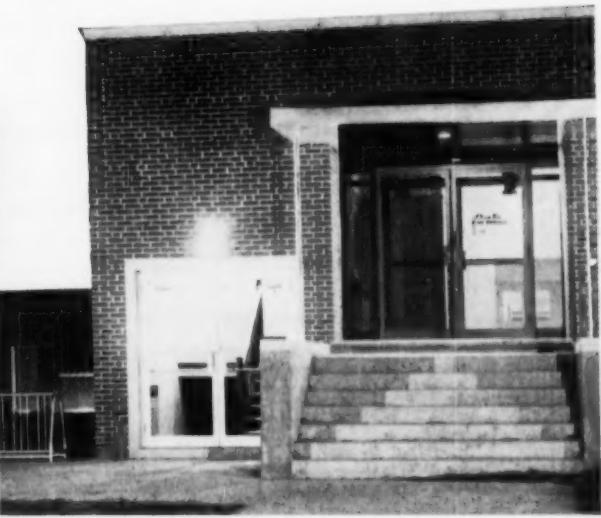
A Multi-Purpose Building

Administrative offices, meeting rooms, storage space, and music rehearsal area — a unique combination in Maywood's "multi-purpose" building that serves many special needs.

In the summer of 1953 the board of education of School District 89, comprising the villages of Maywood, Melrose Park, and Broadview in Cook County, Ill., was faced with the problem of providing more classroom space in the school building which housed the administrative offices. Additions were also needed at three other buildings. The late Dr. C. Reavis of the University of Chicago was engaged to make a survey of the district building needs and to advise the board of education on an extensive remodeling and building program. The space being used for administration purposes at that time was very inadequate and had not kept pace with the growth



A meeting of Cook County's District No. 89 board of education in its spacious, well-lighted special meeting room.



The front exterior (left) and music department entrance (above) of Maywood's administration building.

of the district. Supervisors, nurses, and music instructors were housed wherever rooms were available in the various schools. Supplies were kept at different locations in other buildings. The instrumental music department (band and orchestra) had to use gymnasiums in the schools. This curtailed the use of these gymnasiums for physical education classes.

After studying all these factors Dr. Reavis recommended that a separate building be constructed to house all of the administrative staff, the instrumental music department, and to provide storage rooms for textbooks, instructional, art, and janitorial supplies, and garage space for our truck and delivery station wagon. This would make four classrooms available that were then being occupied as offices, and also give more available time for physical education classes in the schools where the band, orchestra, and chorus were using the gymnasiums.

The board of education accepted this recommendation and engaged an architect to plan such a building. A site was located and, when estimated costs were established, an election on a bond issue for \$256,000 for the building and \$15,000 for the site was held and carried.

The superintendent listed the rooms and the size of each, plus the needed storage space. From this list the architect drew the plans.

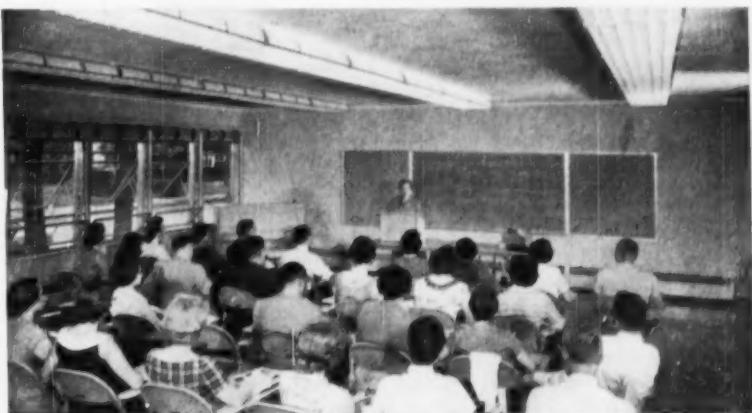
The Administration Area

The business office contains the switchboard, reception space, mailboxes, space for secretaries and the accounting department, with an adjoining mimeograph room and a vault.

The board of education suite has a meeting room for the board meetings, superintendent's office, office for the secretary to the superintendent, and a small conference room.



A typical supervisor's office is illustrated above. Below is the interior of the meeting room which is planned for use by staff, citizen's committees, community groups, etc.





First floor (above) and basement (below) floor plans of the Maywood multi-purpose building.



Maywood's band, orchestra, and chorus hold their rehearsals in the basement of the administration building.

Appropriate uniform and instrument storage space is adjacent. The basement plan of the building also contains the storage areas for instructional supplies, as well as rooms for janitor's supplies and a shop for school repair work.

There are nine other offices for the following: assistant superintendent, supervisor of buildings and grounds, art supervisor, reading consultant, music supervisor, physical education supervisor, nurses, speech correctionists, and instrumental music director.

There is a large meeting room which is in constant use for staff meetings, citizens' committees, Scout staff meetings, and various other groups. This room is equipped with a piano, chalk board, movie screen and machine, and shades to darken the room. It also contains the district professional library.

There is also a fully equipped kitchen and coffee room.

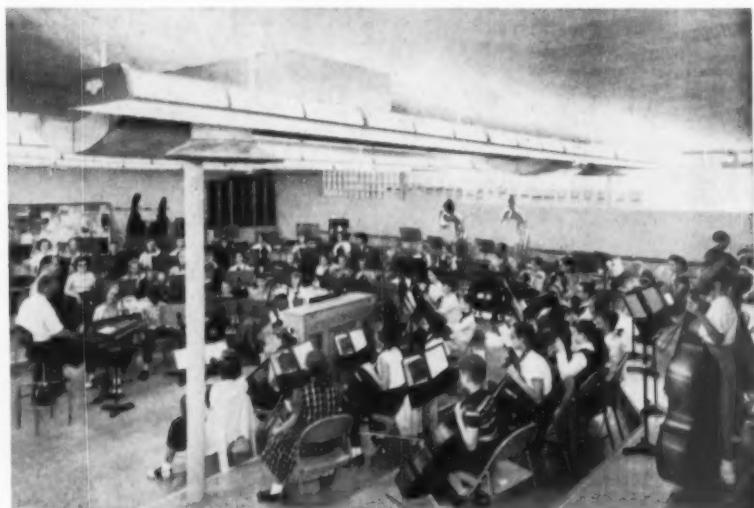
At the rear is an office for the custodian of supplies. There is a loading platform for receiving and sending of supplies and a large garage. There is a freight elevator to take the supplies to the basement storage rooms.

The Music Center

In the north half of the basement area is a large music center, with a separate outside entrance. This center contains three storage rooms; one for band, orchestra, and choral uniforms, one for musical instruments, and one for a music library. In addition there is a 44 by 50-foot rehearsal room with a tiered floor.

The other half of the basement area contains a receiving room for supplies, a textbook and instructional supply room, art supply room, janitorial supply room, shop for the maintenance men, a large vault and the boiler room.

The building is air conditioned and is heated with a combined forced air ventilating system and an oil boiler. All partitions are steel movable walls. The entire ceiling of acoustical tile was installed and the vinyl tile floor was laid before the steel partitions were set up. They may be moved at any time without marring the ceiling or floor. This allows for flexibility in meeting future needs.



THE SCHOOL PLANT

A practical procedure on—

How to Rejuvenate a Gymnasium Floor

E. C. HESLI

General Sales Manager, Multi-Clean Products, Inc., St. Paul, Minn.

Is this the year to refinish your gym floors?

If your school is located in one of the states which has recently revised its basketball rules to conform with the 12-foot free throw lanes used by colleges and professionals, you'll be required to change the markings before fall practice commences—so this summer will be a good time to give the entire floor a "new look."

Or, if your gym floors have a heavy build-up of old, discolored material, it's time to refinish. The customary recommendation is that for best appearance and playing conditions, a gym floor should be refinished once every 3 to 5 years.

Your first decision: To sand or not sand. There's no doubt that sanding will give you the finest looking end result. But there are a number of reasons why it's not always wise to sand.

The Sanding Procedure

For example, each sanding will remove

as much wood as many years of normal wear. Sanding should not be undertaken if there's any likelihood that it will expose the tongue and groove of the flooring. And sanding is considerably more expensive than simply stripping off the old finish.

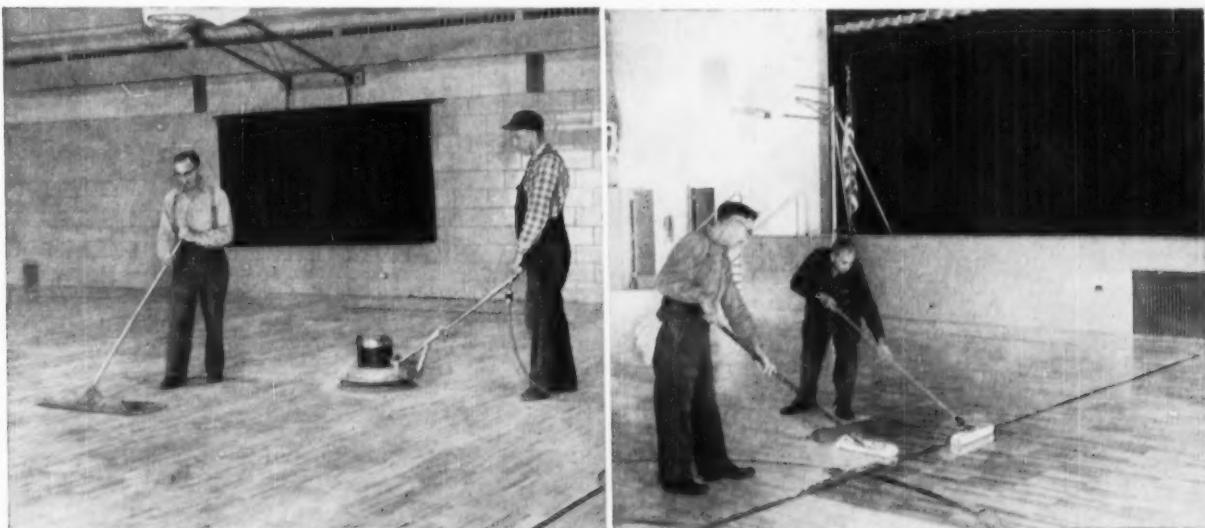
If the old flooring is cupped and warped, or if appearance is all-important, sanding is certainly called for. But if it's primarily a matter of getting rid of the old, darkened finish, you'll probably be wise to strip. Sanding should be done according to procedure recommended by the Maple Flooring Manufacturers' Association.

If the old finish is stubborn, it is usually best to first sand with a coarse No. 3½ grit *open coat* paper, then follow with No. 1, No. ½, and No. 10 paper to give the smooth finish you seek. This is vital, for if scratches are visible, they will be magnified, rather than concealed by subsequent coats of sealer and finish. On new floors where there is no old finish to remove, the No. 3½ sandpaper can be omitted.

After sanding, loose material should be picked up with a vacuum cleaner or push broom. Next, sweep thoroughly with a turkish towel dipped in mineral spirits. Best results are obtained when towel is wrung dry as practical, then wrapped around the block of a push broom or applicator. **CAUTION:** If using a mop bucket with wringer, be sure the bucket is clean. If not, it can leave a film on the floor . . . and that is precisely what you wish to avoid.

If you conclude that sanding isn't required, the old finish may be removed by use of a good seal and varnish stripper. This should be applied according to the manufacturer's directions, and material removed with a squeegee or picked up by using an oil-absorbent material. After use of certain brands of strippers, it is necessary to neutralize the floor.

Old line markings should be stripped separately before removing finish from the balance of the floor. This avoids the possibility of permanent discoloration in case the lines may have been painted with an



An efficient two man team, working together, can steel wool and mop floors after sealing and between coats of gymnasium finish (left) and seal or finish floors (right).

enamel which will run and penetrate any freshly stripped, "open" floor.

After stripping, the surface should be wiped with a turkish towel dipped in mineral spirits as described previously.

Sealing the Floor

You are now ready to seal the floor. Natural wood is extremely porous. It is capable of soaking up a lot of water, stains, and other impurities. The purpose of a sealer is to quench this "thirst," and at the same time, provide a permanent bond with the finish.

A good penetrating or subsurface sealer is light in color, tough, resilient, waterproof, and possesses the ability to penetrate into the pores. There are several types on the market; the more popular are either oleo-resinous or emulsion.

The sealer should be poured into a shallow pan and spread with a lamb's-wool applicator. In spreading, sealer should first be applied across the grain, then leveled with the grain. It should be applied fairly liberally, using enough sealer to take care of any "thirsty" spots in the floor, but without leaving puddles. Two men, one applying the sealer across the grain while the other follows closely behind to level it with the grain, form an efficient team.

After sealer has dried thoroughly, it should be steel wooled, using a No. 2 or No. 3 steel wool pad under a floor machine. This cuts off any surplus sealer, removes raised grain, and restores the smooth finish.

Again, use a vacuum cleaner or broom to pick up fine dust and steel wool particles and wipe with towel treated with mineral spirits.

Game lines should now be painted or "stripped in." Your coach can probably supply a diagram showing the current markings, or the information may be obtained from the National Federation of State High School Athletic Associations, or your state association. Several manufacturers of gym floor finishing materials have also compiled the information and make it available through their local distributors or representatives.

Probably the easiest method for marking floors is to use chalk lines and masking tape. It's usually customary to use a good grade of black enamel for basketball markings, while volleyball, badminton, shuffleboard, other game markings are painted in with other colors.

Requirements of the Finish

Now you are ready for the finish coats. A good gymnasium finish must meet exacting standards. It must be smooth, tough, elastic, light colored, nonslippping, and resistant to both scuff marks and rubber burns. It must possess a high gloss, yet at the same time, provide a minimum of glare. It must be what your coach and players call "fast playing" . . . and it should bear the approval of the Maple Flooring Manufacturers' Association.

Finish is applied in much the same manner as the seal, with one man spreading across the grain while another follows close behind to level with the grain. To reduce the chance of dripping excess finish on the floor, it's generally best to fill the pan no more than half full.

Either two or three thin coats of finish will be required, depending on the product.

AVERAGE COST FOR RE-FINISHING MATERIALS

	Gallons Needed	Cost per Gallon	Cost per 1000 sq. ft.
Stripper	10.0	\$5.50-\$7.00	\$55.00-\$70.00
Penetrating Sealer	2.0	4.25- 5.00	8.50- 10.00
Enamel for marking lines	0.25	2.40- 2.80	.60-.70
First coat of Gym Finish	1.7-2.0	5.25- 6.25	8.92- 12.50
Second coat of Gym Finish	1.4-2.0	5.25- 6.25	7.35- 12.50
Floor Dressing	1.0	3.00- 3.50	3.00- 3.50
			\$83.37-\$109.20

Between coats, the floor should be steel wooled lightly with a No. 1 or No. 2 steel wool pad, swept, and wiped with a cloth treated with mineral spirits.

After final coat is thoroughly dry (allow several days, if possible), and before the first game, it is advisable to treat with a recommended floor dressing. This may either be applied directly with a mop or else sprayed on and then wiped off with a mop.

Refinishing Costs

How much does it cost to refinish a gym floor? It's difficult to set an exact figure because of variations in local labor costs, coverage, and cost of materials used, as well as size and condition of the floor.

One of the most important factors affecting cost is the amount of old finish which must be removed either by sanding or stripping. A survey of flooring contractors doing a substantial volume of gym

work indicates that sanding costs will average between \$3 and \$7 per 100 square feet.

If it isn't necessary to resand the floor, material cost per 1000 square feet should run something like the table above.

Since the average gym floor is approximately 5000 square feet in size, it can be seen that cost of materials can be expected to come to between \$417 and \$541.

If your gym floor doesn't require a complete refinishing this year, it will generally suffice to give it a vigorous scrubbing with a detergent (*not soap*) cleaner to remove marks and discolorations. After thorough rinsing and drying, apply a single coat of gym finish.

By applying one coat annually in this manner, your gym floor should be kept attractive and playable for three to five years, after which time the build-up of material will again call for stripping and refinishing.

WHAT'S YOUR EXPERIENCE WITH...

LONG-RANGE PURCHASE SCHEDULING?

The Adel, Iowa, school has developed "pur-

chase schedules" for long-range buying of equipment, reports superintendent Harold E. Simmons. These schedules which project the need for the next ten years, enable a uniform budget of expenditures each year to keep equipment up-to-date. The schedules are so arranged that they are flexible and can be adjusted as needs arise. A series of charts have been arranged so that the board members can see at a glance the purchases needed next year. The school bus purchase schedule chart follows:

SCHOOL BUS PURCHASE SCHEDULE Adel Community School

(This Covers Period From 1957-1966)

Schedule No. 1

Present Buses to be Replaced	1957	1958	1959	1960	1961	1962	1963	1964
Bus No. 1								
Ford Wayne 1954	3	4	5	6	7/P			
Bus No. 2								
Chev. Superior 42 Passenger 1953	4	5	6	7/P				
Bus No. 3								
Chev. Superior 42 Passenger 1947	10							
Bus No. 4								
Ford Superior 48 Passenger 1951	6		7/P					
Bus No. 5								
Int. Wayne 1955								
48 Passenger	2	3	4	5	6	7/P		
Bus No. 6								
GMC Wayne 1956								
54 Passenger	1	2	3	4	5	6	7/P	

If you have developed similar innovations in school maintenance which you believe might be helpful in other school districts, write to The School Plant, AMERICAN SCHOOL BOARD JOURNAL, 400 N. Broadway, Milwaukee 1, Wis.

WORD FROM WASHINGTON

Television at Work in the Schools

ELAINE EXTON

Television has been available to the public for only ten years, yet within a decade TV sets have found their way into eight out of ten American homes and into a growing number of classrooms. Although there were only 150,000 receiving sets in use in 1947, in 1950 the number reached ten million. By the end of March, 1957, 43½ million television sets were receiving programs from 497 stations and nearly all homes in the United States were in range of a television signal.

So widespread has been the acceptance of this new communications media that audience surveys report many young people now spend as many hours watching television as they do attending school. Since the school has a responsibility to help students evaluate all aspects of their contemporary environment, this poses a direct challenge to school administrators and supervisors to help pupils develop criteria for evaluating television programs and skill in applying these standards in the selection of worthwhile out-of-school televi viewing.

Current Interest in Teleteaching

Theirs, too, is the more difficult pioneering task of harnessing the educational potentialities of television for the improvement of the instructional program.

Earlier school studies of the relation of television to education were primarily concerned with determining, experimentally, the extent to which television can be used effectively in the basic subject areas to perform teaching functions traditionally carried on by individual teachers working directly with small class groups under conventional classroom situations.

The current focus of interest, as described by Ronald R. Lowdermilk, Radio-TV Education Specialist in the U. S. Office of Education, is on "attempting to determine objectively, whether or not, by combining the best and most effective techniques known to the science of teaching with the highly versatile production techniques of today's television programming, it will be possible to provide a richer and more rewarding school experience to a greater proportion of our young people than is otherwise possible under present

conditions of teacher shortage and inadequate school housing."

Three promising examples of board of education activity in demonstrating how television can be used to add new dimensions to classroom teaching were reported in interesting detail at the 1957 convention of NEA's Department of Audio-Visual Instruction (DAVI) in Washington.

Some of this material is presented here in the belief that many practical techniques for using television to bring better education to America's children may grow out of the experiment under way in the school system of Washington County, Maryland, and the kind of direct teaching by television projects operated by boards of education over the facilities of their respective community educational television stations as illustrated in St. Louis (Station KETC) and Pittsburgh (Station WQED).

A Unified Approach

Stressing that "the process of learning should dovetail lecture and discussion with textbooks and audio-visual materials," U. S. Commissioner of Education

Lawrence B. Derthick in his address at the recent DAVI convention named "the problem of unifying materials, texts, and teachers into the most effective possible program as the first great need in the field of audio-visual education." He held, however, that "no device, regardless of its ability or adaptability, can ever replace the priceless relationship of teacher with student."

Similar sentiments were expressed by William M. Brish, superintendent of the Washington County school system with headquarters at Hagerstown, Maryland, who likened television to a catalytic agent effectively using the teacher, the art of teaching, the textbook, the films, the visual aids to produce a total effect that strengthens each of the separate parts.

The Hagerstown Experiment

The program for using television in instruction in the public schools of Washington County was initially hammered out in a six-week summer workshop attended by some 50 of its teachers representing subject areas to be televised, members of the county supervisory staff, PTA leaders, and expert consultants drawn largely from public school teachers experienced in television and faculty of colleges pioneering in television training.

After analyzing the learning process in detail in order to determine which aspects could be most readily handled by televised instruction, the group recommended organizing teaching teams with a television teacher responsible for the factors that television can do well, such as motivating, demonstrating, and informing. A classroom teacher should be responsible for the things which it seemed could be better handled by direct contact with pupils, for example, classroom discussion, providing for individual differences, supervision of drill and problem solving.

Classroom and TV teachers worked together in developing guide materials to be used in their joint handling of lessons in the following instructional areas and team meetings were held throughout the 1956-57 school year for further planning and evaluation: English (Grade 12), U. S. History



Youngsters in a St. Louis school enjoy learning as they view KETC's "The Storyteller," a TV school series designed to acquaint students with the world of books.

(Grade 11), Plane Geometry (Grade 10), General Science (Grade 9), Science (Grade 6), Arithmetic (Grade 5), Social Studies (Grade 4), Music (Grades 4, 5, and 6), Art (Grades 4, 5, and 6), Reading and Number Experiences (Grades 1, 2, and 3), Art (Grades 1, 2, and 3).

Freed from classroom duties, TV teachers selected from the regular school staff devote long hours of research and preparation to developing effective programs. Some 60 lessons are broadcast by the TV teachers each week according to T. Wilson Cahall, project co-ordinator, none of whom is presently responsible for more than one TV lesson a day.

The classroom teacher continues to be an essential link in Hagerstown's educational plan taking charge of a 10-minute preparation period preceding each 35-minute TV lesson and conducting a 15-minute discussion period at its conclusion.

Teachers' Reactions

The project has heightened interest in the instructional program throughout the school system in the opinion of superintendent William Brish who states "it has set off a chain reaction that is stimulating the professional growth of teachers who are experiencing great satisfaction from having the opportunity to develop their ideas and plan creative activities."

In working with TV as a medium of instruction, the television teachers report such advantages as the following:

1. The television screen gives the teacher direct control of the attention of the pupil. It provides an effective fixation point for group instruction.

2. Visuals help explain the ideas of the lesson.

3. The television camera can greatly magnify a small part of the area to be shown. This is considered especially effective when presenting a close up of the action that is taking place in a demonstration. In this way, the pupil can actually see better what is happening than if he were present in person for the demonstration. Every seat in the classroom becomes a front row seat.

4. The teacher looks at the camera and immediately is looking straight into the eyes of each pupil who is watching. This seems to have a psychological effect that causes the pupil to give close attention to what is happening.

Examples of ideas successfully developed by the television teachers include:

1. Using two channels to teach geometry, one channel for constant reference to the problem and figure, the other for solving the problem.

2. Constructing charts and models with movable parts that explain the ideas being presented.

3. Originating a "capsule classroom" of a few representative pupils for a class discussion project.

4. Using puppets to present an idea.

5. Developing special three dimensional visuals to illustrate such concepts as balance of trade, growth of the tariff, foundations of federal government.

Other Aspects of Program

Washington County's television facilities have also been used effectively for such activities as:

1. Providing information to pupils about the selection of a college (program each week

presented by two different college groups).

2. Helping seniors fill out forms of the U. S. Employment Service.

3. Presenting armed services information to pupils by means of a panel of six representatives from the branches of the armed forces.

4. Presenting foreign language panels in both the Spanish and French languages by natives from Argentina, Guatemala, Mexico, Nicaragua, Paraguay, Peru, and Cambodia.

Besides offering direct instruction in basic subject areas, the Washington County board of education in carrying out its five-year study of how closed-circuit television can be used by a typical public school system as an integral part of its regular program plans to give attention to such matters as providing supplemental motivation and enrichment of the school program wherever feasible, in-service teacher training, interpretation of the school program to the public, and improvement of its quality.

In the course of the experiment data will be gathered and evaluated on the effectiveness of television in meeting such current educational problems as the teaching shortage, lifting the status of the teaching profession, rapidly mounting enrollments, the lack of adequate classroom space, and so forth.

Use of television in the instructional process began in Washington County on September 11, 1956. During the past academic year, a Television Center located near the board of education building, two senior high schools, and six elementary schools, as well as the Washington County Museum of Fine Arts and the Washington County Free Library, have been linked by 12½ miles of cable into a closed-circuit television teaching network which will be extended to all 48 schools in the county by September, 1958.

Conducted under the supervision and control of the Washington County Board of Education, at its present stage of development, the project has a co-ordinator, a director of public relations, and a small full-time production and engineering staff in addition to 14 television teachers. Students from Hagerstown Junior College are employed on an hourly basis to operate cameras and assist with the production of lessons.

The undertaking is made possible by the backing of the Ford Foundation's Fund for the Advancement of Education which is supplying an estimated \$1 million for personnel to man the study and evaluate the effectiveness of TV as a teaching tool and of the Radio-Electronics Television Manufacturers Association which is supplying free equipment, said to be worth about \$1 million, to the experiment. The Washington County School System will pay the operating costs.

St. Louis Schooltime Programs

Presenting TV programs for classroom use in Greater St. Louis is a shared responsibility between the schools (public, parochial, and independent) and Station KETC, operating on Channel 9, and has been from the first, explains Clair R. Tettemer who occupies the two posts of secretary for the School Television Executive Committee and Station Director of School Programs. The above committee

sets the policy, arranges financing, and gives basic direction to the television work in the classrooms, while the school program department of Station KETC is a full-fledged operating administrative and production department in the KETC organization.

As part of its community services KETC is currently carrying ten series of programs for in-school viewing of students with a teacher in attendance. The series takes in every class level from kindergarten through the eighth grade, the subjects ranging from "The Story Teller" and "Beginning Spelling" to "The News Room," a current events feature, and the "Missouri Constitution."

These programs, based on specific classroom needs, generally last 15 to 20 minutes. A number of the TV lessons are kinescoped (put on film) so they can be repeated during the week at times the various schools find it most convenient to use them. While the station retains the responsibility for televising, the schools are responsible for the planning, character, and content of the televised programs and their utilization.

A recent survey conducted by Station KETC's School Program Department in which 415 out of the 696 public, parochial, and independent schools in the Greater St. Louis Area reported showed some 135,000 students in 3467 classrooms watching KETC in-school programs each week.

Seventy-two per cent of the respondents had TV sets and of these 96 per cent were using them. It was found that the schools which are television-equipped have 1.3 sets and that each set is used an average of 10 times per week. The cost figures break down to about 4 per cent per pupil per use, or about \$2 per program for a class of 40 students.

Organizational Procedures

The organization which operates Station KETC and makes possible the in-school programs encompasses several key control and operational committees as follows:

There is a *Superintendents' Advisory Committee* composed of all school superintendents in the station's coverage area with representatives from about 75 school districts (public, private, and parochial) which is a sort of stockholder group that meets twice a year to receive a report of operations and have an opportunity to comment and ask questions. It has an *Executive Committee* with five superintendent representatives and an executive secretary which, as mentioned earlier, gives basic direction to the TV work in classrooms.

An *Operations Committee* composed of 6 superintendent representatives meets regularly with the Executive Secretary and the *Co-ordinating Group*. This is basically a curriculum committee which plans program areas, insures the television programs working into the curriculum, approves production plans, reviews finished programs and evaluation procedures.

Many of the program areas outlined in the *Operations Committee* are developed by the *Co-ordinating Group* which serves as a communications channel into and out of the classroom for utilization and evaluation. It is composed of the Audio-Visual Directors from the major school areas and works through a system of district and building TV co-ordinators.

(Concluded on page 70)



Time-saving techniques in sandwich making (left) and glass storing (above) are taught in Dearborn's school lunchroom employee training center.

SCHOOL LUNCH TRENDS

Training School Lunchroom Employees

NILA B. LAIDLAW

Lunchroom Co-ordinator, Dearborn, Mich., Public Schools

The problem of training school lunch employees in the Dearborn public schools is being solved through the use of a training center for all new employees.

This program was adopted recently because in the Dearborn area, as in others all over the country, it has not been possible to staff each lunchroom with trained people.

The professionally trained or experienced worker has not been attracted to the field because the limited number of hours and days of employment would not provide adequate income.

The majority of applicants for school lunch food service are mothers of school-age children who wish part-time employment to supplement the family income. Seldom has the applicant had any food production experience; occasionally she will have had been a waitress or she may have had one or more years of homemaking in high school. She is a good homemaker, a good cook; she has worked at church or lodge suppers; she likes children. Our school lunch employees all come from this group of applicants. They are first employed as substitutes, then appointed to fill vacancies that might occur, and some stay on to become managers.

The Training Problem

Prior to our present training program, the only training we were able to give a new employee was a brief introduction to the whole school lunch program through a pre-employment conference, an invitation to visit the lunchroom near her home at an early date, and an opportunity to work with a manager who had "grown up" on the job. We had an excellent situation if the combination happened to be that of a manager with organizational ability and sufficient skill to teach desirable methods of work and an employee with native ability, initiative, and a willingness to learn. Unfortunately, we were not always able to couple the apt pupil with the able teacher. Then, too, the majority of our managers were, and still are, working managers with a limited supervisory responsibility. This meant that an employee with only a few days or hours of work experience was frequently called to fill a vacancy in a school where the manager was so busy with her own part of the production that she had little or no time to teach or instruct even though she might have the ability. It is very difficult to face a line of hungry children with a calm, un hurried attitude when

you have had to do your own job and instruct a worker who has come to you "cold."

This problem was intensified during the past six years when the Dearborn public schools expanded its food service facilities by opening ten new lunchrooms in elementary schools, three in junior high schools, and one in the community college. This necessitated a 100 per cent increase in the number of lunchroom employees. It was almost impossible to keep up with the demand for even semi-trained workers. Homemakers, employed as emergency substitutes, too soon became regular employees and managers.

The scheduled opening of a new high school lunchroom in the fall of 1955 seemed to present a possible solution to our problem. If we could secure as manager a professionally trained food-service graduate, we would be able to set up a training program designed specifically for our employees. This person would need to know quality food and the factors essential to the production of quality foods, have an understanding of people and skill in teaching, and be able to give day-to-day supervision of a trainee.

(Concluded on page 70)

THE AMERICAN School Board Journal

An Independent Periodical of School Administration

William C. Bruce, Editor

SCHOOL FINANCE

Trends in Significant Facts on School Finance is the title of a circular just issued by the U. S. Office of Education, which sets a new, high, standard in simple, direct, and completely readable presentation of facts in an important aspect of public education. The financing of the public school system in the 48 states is presented in the form of 65 charts, indicating the changes from year to year between 1929 and 1954. Supporting data is provided in tables at the bottom of each page, and the sources of the data are added.

The seven main areas of study are:

1. *Population, Income, and State Taxes.* School population from 5 to 17 years of age grew during the period (1929-56), from 122.44 million to 168.09 million. Except for a dip during the depression years, the total personal income rose from \$81.2 billion to \$294 billion in 1955. State tax collections, consisting principally of income and sales taxes, rose from \$2,108 million to \$11,597 million.

2. *School Revenues,* which amounted to \$2,088 billion in 1929, remained nearly constant during the thirties, but rose to \$7,866 billion in 1954. The per cent of personal income used for school revenue, which reached as high as 3.6 per cent during the thirties, took a sharp dip during the war and now stands at 2.8 per cent. Oddly, the per cent of school revenue from local sources has dropped from 82.7 per cent to 58.1 per cent, and from state sources has risen from 16.8 to 37.4 per cent.

3. *Federal Funds,* limited to vocational education, rose from \$7.4 million to \$30.4 million in 1955. The total assistance given the school lunch program since 1935 has jumped from \$244 thousand to \$176.3 million in 1954, but declined to \$169.5 million in 1955.

4. *School Enrollment and Personnel.* Total school enrollment has risen from 25.68 million to 32.65 million in 1956-57. Transportation of children has grown steadily from 1.9 million children to 8.9 million in 1954. A gratifying drop has taken place in the number of school districts, from 127 thousand to 62.9 thousand.

5. *Total Expenditures* for public schools lagged during the thirties and the war years. The change from \$2,307 million to just short of \$9 billion in 1954 is significant, and the end is not yet in sight.

6. *Current Expenditures* rose from \$1,844 million in 1929 to \$6,883 million in 1954. Total expenditures per pupil jumped from \$108 to \$351. Expenditures for the instructional staff averaged \$2,620 in 1929; they rose sharply during the war and stood in 1954 at \$8,194. The average salary per teacher has jumped from \$1,420 to \$3,825.

7. *Capital Outlay and School Debt.* Expenditures for capital purposes have followed the pattern of other school outlays. They dropped during the depression and the war from \$371 million, but rose to \$2,055 million in 1954. The capital outlay per pupil jumped from \$14.44 to \$71.27. The total value of school property which was \$6,211 million has more than doubled to \$13,955 million in 1952. Debt service, which is a drain on total school outlay, was \$251 million in 1929, and in 1954 had risen to \$667 million. The percentage of local governmental indebtedness for school facilities has remained almost constant near 19.2 per cent.

Statisticians and economists usually surround the materials they present to the public with endless technicalities of language, complicated tabulations, and illegible graphs. In this document, the Office of Education sets up an ideal of simplicity and directness that takes much of the mystery out of the financial aspects of city and state school administration, and enables the average reader to follow the steep

rise in all school costs since the beginning of the thirties when the country was struggling in the depths of the great depression. The effect of the war years, and of the great postwar period are similarly made clear.

If only the most superficial facts are extracted from this report, the board of education member who reads it will see how heavily dependent the schools are on the old, established tax on real property, levied by the local communities, on the income and sales taxes collected by the states. The book deserves close study by both school board members and citizens' groups interested in education.

SCHOOL BUILDING ECONOMY

ECONOMY in school planning and construction, while an absolute necessity, is not a popular topic with school authorities. Experts in school house planning and construction can find arguments for an elaborate type of plan, for expensive materials of construction and finish, and for an expansive setting for a school building. When questioned, they argue that all this provides ultimate economy for the individual welfare of the children and the community.

In contrast to this point of view, the Pennsylvania School Study Council, in a discussion of economy in school construction, makes three points which are worth remembering by boards of education. The Council says:

In its true sense, the word "economy" is usually considered to mean the wise or thrifty management of expending income. Thrifty people live well, manage cleverly, save intelligently. They bank on their continued health and earnings as a reserve, rather than submit to deprivation.

Concepts of education have been stated and restated many times. A really true concept is that education is an investment, not a cost. The school building in any school system is considered to be a very large part of this investment. The materials that are put into a school building must be wisely and carefully chosen if the end result is to justify the initial allocation and investment of tax dollars. The question must be decided whether or not to spend enough originally to get what is needed, or whether it is preferable to spend continuously.

The idea of economy in selecting school building materials is not merely one of local or even of statewide scope. Timely discussions on the subject have taken place on a nationwide level as recently as the fall of 1955. In a report to the President, the Committee for the White House Conference on Education made many recommendations relative to school construction. One of these recommendations was stated as follows: "That continued study be given to the use of new school building materials and methods of construction as possible means of effecting economies."

There are many substitutes that save money and serve as well, if not better, than costly materials. There is never a so-called "good time" to build. When costs are down, money is hard to get; interest rates tend to be high. When prices are up, the increased cost more than offsets lower interest rates. Business expands when it needs to do so to meet competition. Schools should do the same if it is at all possible. Children in each generation have the right to attend good and adequate schools.

The best buy is not always the highest in price. Experts differ on questions of durability, maintenance and repair, and appearance. The only true test of economy in school building materials is that they adequately fulfill the purpose for which they are used, at a low net cost in terms of initial outlay and lifetime maintenance.

The growing need of school buildings and the constantly rising cost of construction suggests the necessity for placing true economy near the top of all considerations in new school building projects. Boards of education may very well insist that their professional executives consider both the local educational program and its needs, and the ability of the local community to pay for new buildings. These two elements must coincide.



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SCHOOL SAFETY PATROLS DEFENDED*

Board members, school personnel, and parents could easily be frightened by expressions of opinion that occasionally appear in professional periodicals to the effect that pupils serving as school safety patrols are placed in a hazardous position, and that whoever assigns them may be liable for negligence, if a patrol member or the pupils he is safeguarding are injured. It has even been suggested that pupil patrols be eliminated.

Should the vocational education shop be eliminated because it contains a band saw which could injure a pupil? If the shop teacher gives adequate instruction and supervision to pupils in the shop class, the pupils are not likely to be injured; and if an accident does occur, the shop teacher is not likely to be considered negligent unless the circumstances are most unusual. School personnel who assign members of the safety patrol are not likely to be considered negligent in case of an accident to a patrol member or the pupils he is safeguarding, if the patrol program is operated properly.

The Standard Rules for the Operation of School Safety Patrols, formulated in 1930, were revised in 1948 by a committee composed of representatives of the American Automobile Association, the International Association of Chiefs of Police, the National Commission on Safety Education of the National Education Association, the National Congress of Parents and Teachers, the National Safety Council, and the

*The accompanying statement was prepared by Dr. Madeline Kinter Remmlein, Assistant Director and Legal Adviser, NEA Research Division, Washington, D. C.

United States Office of Education. These rules include the following statement: "Patrols should not be charged with the responsibility of directing vehicular traffic, nor should they be allowed to direct it."

The patrol member must stand on the curb, not in the street, and hold back the children until he sees a gap in the traffic. Then he steps to one side and motions for the children to cross the street in a group. Patrol members, either boys or girls, should be selected from the upper grade levels on the basis of their leadership and reliability. Patrol service should be voluntary and only with written approval of parent or guardian. Careful instruction and continuous supervision of patrol members are essential. If these and other sound procedures are followed the position of a school safety patrol member is statistically probably far less hazardous than the pupil learning to use a band saw in a vocational education shop.

In a survey conducted by the NEA Research Division in 1950, the following facts were found:

"Ninety-two per cent of the patrols in elementary schools and 81 per cent of those in secondary schools were reported as operating from the curb. There was a definite tendency toward assigning patrols to the curb as city size increased. Patrols of rural schools more often operate in the street, probably because curb lines do not exist or are not clearly marked in rural areas.

"Ninety per cent of the elementary schools and 91 per cent of the secondary schools reported that patrols were assigned to direct pupils only when crossing streets; 16 per cent of the elementary school patrols and 32 per cent of the secondary school patrols were permitted to direct vehicular traffic.

"At least four out of five of all the schools reported efforts to standardize the use of patrols and to maintain their efficiency. Over

60 per cent had training programs for patrol members; almost half had conferences with those supervising the patrols; one third had training programs for leaders of patrols; almost one third had published local rules for patrols.

"Six per cent of the schools reported that one or more patrol members had been injured over the preceding three-year period; the number of injuries constituted about three per 1000 patrol members or one per 1000 per year. The National Safety Council reported 12.2 injuries per 1000 students in one year (1949) — including all types of injuries in all types of school activities."

These and other findings of the Research Division survey reveal that most school safety patrols are operated properly, and that the activity is less hazardous than other school activities.

The purpose of the school safety patrol is to teach children safety on the streets as well as to protect them from traffic hazards. Any modern educator recognizes that the teaching of general principles in a classroom is not sufficient, that in any area children learn best by "doing." School safety patrols provide a protective influence for the entire student body. The members of the patrol remind all pupils of safe practices which otherwise might easily be left to chance. As part of the school program, patrols can be fully justified on sole basis of educational values.

Are Patrols Legal?

But what about the legality of school safety patrols? The same rules of law apply as to any other school activity. If an injury occurs, the board of education authorizing the activity is not liable in most states because school boards have governmental immunity. The school personnel assigning pupils to patrol duty or supervising the patrol program are not liable for injuries unless negligence can be proved against them.

It is possible to imagine circumstances in which negligence might be proved. For example, one who selected a highly excitable, an unstable, or an exceptionally immature pupil to serve as a patrol member might be considered to have neglected to foresee the possible danger of placing such a pupil in that position; or one who gave no guidance or instruction to the program and permitted the patrol members to operate unsupervised might be considered to have created a hazardous situation.

On the other hand, schools which follow sound procedures for the operation of school safety patrols cannot reasonably be charged with negligent action, even in the absence of state legislation authorizing the program. A number of states have enacted permissive legislation providing explicit authorization for the operation of school safety patrols. In the states where no state legislation authorizes safety patrols, local school boards have the implied power to do so, in the absence of a state law prohibiting them — and no such prohibitory legislation has come to light. In any state, with or without state authorization, the crux of the question of the legal responsibility of those in charge of the school safety patrol program rests on the way it is operated, rather than on its mere existence.



A NEW HIGH IN TEACHER SALARIES FOR THE HEMPSTEAD BOARD

The Hempstead, N. Y., board of education has approved a new teachers' salary schedule with a maximum of \$10,000 per year for teachers with a master's degree and 66 hours beyond the bachelor's degree — with no doctor's degree specified. Members of the board include, from left to right (seated): Miss Margaret Doty, clerk; John J. Feldis, president; Robert J. Hartnett; (standing) Leonard Welsing, superintendent of buildings; Russell G. Booth, secretary; Dr. Hyman Geller, treasurer; Emil J. Bejsovec; Dr. W. A. Kincaid, superintendent of schools;

C. H. Tunnicliffe Jones, attorney.



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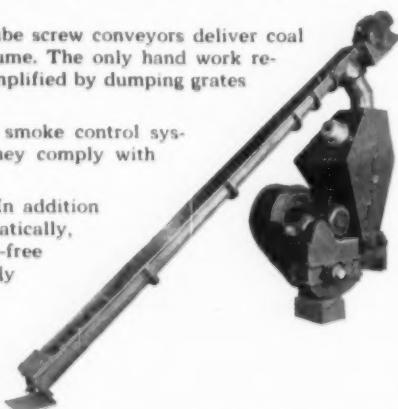
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NEW BOOKS

Trends in Significant Facts on School Finance

By Clayton D. Hutchins, A. R. Munse, and Edna D. Booher. Circular 498. Paper, 77 pp., 60 cents. U. S. Office of Education, Washington 25, D. C.

This document sets up a new standard of usefulness in U. S. Office of Education documents. It presents the trends in significant facts of school finance between the years 1929 and 1955 in the form of 65 easily read charts, each supported with numerical data and percentages. The facts reported on include: (1) population, income, and state taxes; (2) school revenues; (3) federal aid for education; (4) school districts and personnel; (5) pupil school expenditures; (6) current expenditures; and (7) capital outlay and debt service.

The study presents such a richness of materials that comment is superfluous. During the period studied the U. S. population has gone up from 122 million to 168 million. The percentage of population in the 5 to 17-year age range has dropped from 25.8% in 1929 to 22.6% in 1955. Live births have increased from 2.6 million to 4.085 million. Total personal income has grown from \$81 million to \$294 million in 1955. The personal income per capita has risen from \$663 to \$1,779. School revenue has grown from \$2.88 million to \$786 million. This is \$66.25 per child in 1929 to \$222.99 in 1955. School revenues per staff member rose from \$2,372 to \$7,163.

Equally interesting data are available concerning federal aid, enrollment, instructional staffs, total expenditures, transportation, and capital outlay. The last mentioned expenditure was at the lowest point in 1953-54 when it was \$59 billion. In 1954 it amounted to \$2,055 billion. The value of school property in 1929 was \$621 billion, and in 1952 it was \$13.95 billion. This report deserves careful study by all school authorities responsible for local and state financing of school systems.

Marketing School Bonds

Paper, 38 pp. State of New York, Albany, N. Y. The Governor's Committee on the Marketing of School Bonds for the State of New York, has proposed an important advance in the economical sale and purchase of funds for school building construction. Briefly, the Committee proposes the establishment of a state stabilization bank under a state school finance authority. This authority would have broad powers, and the bank, continuing under its control, would provide important aid to school districts, particularly those which have unsatisfactory financial rating and which are finding difficulty in selling bonds needed for school building programs. The state bank would issue bonds under the authority of the state and would purchase the bonds issued by local authorities. It would utilize and finance the stability of the state to make local school building construction more certain and more economical. The proposal is in the hands of the state legislature.

National Council on Schoolhouse Construction, 1956

Compiled by W. D. McClurkin, Secy. Paper, 64 pp., \$1. Published by the Association at Peabody College, Nashville, Tenn.

Contains the proceedings of the thirty-third annual meeting and a report of the addresses and discussions.

Selection and Layout of Land for Playing Fields and Playgrounds

Compiled by R. B. Gooch. Paper, 95 pp., 3/6 net. Published by the National Playing Fields Association, London, S.W. 1, England.

This brochure brings up to date the best official English thinking on general playing fields and their layout. The booklet sets up minimum standards and methods, and provides basic information on how the best and most economical use can be made of any site.

Outline for Elementary School Guidance

By Milo E. Kearney. Paper, 34 pp. Gulf School Research Development Association, Houston 4, Tex.

This outline, constructed in three parts, offers practical suggestions for the classroom teacher level, the school administrator level, and the guidance director level. The section on administering the program provides suggestions for selecting and administering texts, and for helping teachers in scoring and interpreting the results. Section three on supervision offers a guide for the administrator in studying I.Q.'s and achievement grades, in preparing checklists, and in visits to the classroom to determine the progress of the children and in outlining ways to help the children.

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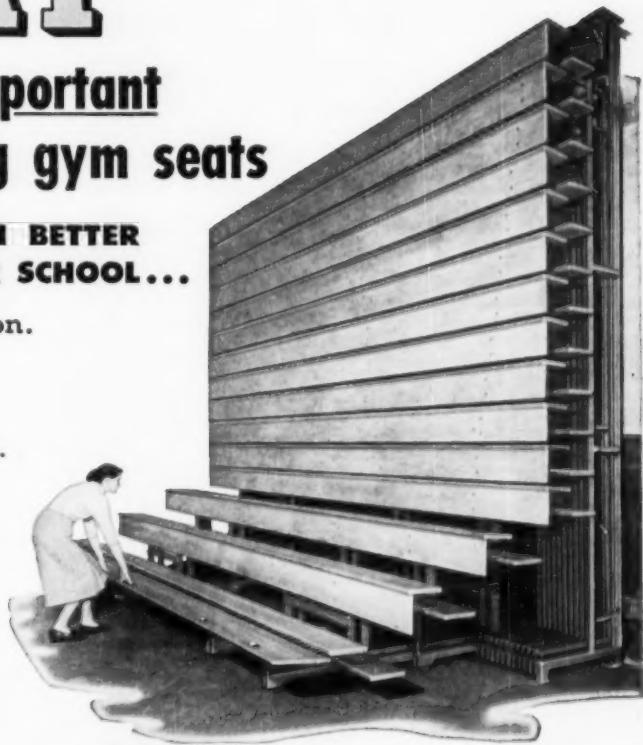
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SCHOOL ADMINISTRATION IN ACTION

CHALLENGE OF THE SUPERINTENDENT

The duties of the superintendent of schools are so varied that sometimes a citizen asks, "What does a superintendent of schools do?" The role of the superintendent is a comparatively new one; it began in 1860 and has developed increasingly during the succeeding decades. It is a role that is still developing as civilization changes.

Mr. C. H. Taylor, superintendent of schools in Midland Park, N. J., in discussing the subject recently, for the members of the school board said that the work of the superintendent may be divided into broad categories. His first responsibility, he said, is to work with the board of education and the community in assessing the financial needs of the schools. It is necessary for the superintendent to study with the board the educational needs and the amount of finances needed to supply these needs. The superintendent must develop a sound philosophy of education joined with workable policies adopted by the board. Without a clear list of educational objectives it is impossible to have a top-notch educational system. It is, therefore, the job of the superintendent to establish ways of getting the exchange of ideas between these different groups on a workable basis.

The superintendent and board members must hold numerous special sessions to talk over their policies and to proceed with careful deliberation. The superintendent must open up avenues of knowledge of what things are being done in other educational systems, and he must follow closely the research which is being carried on in education.

Another phase of responsibility for the superintendent is the recruitment, selection,

and retention of school personnel. A school is only as good as the sum total of the teachers and other people who work with and for the students. It is necessary for the superintendent to constantly study how to find outstanding people, how best to select them, and how to retain them after they are employed.

The last broad area is the provision of adequate facilities for education. This means buildings, equipment, textbooks, and supplies. No superintendent can handle all these details but he must guide the development of these facilities because they affect the educational outcome of every child. One of the techniques is to have a teachers' committee working with the superintendent on budget needs and to carry on teamwork in all teaching areas.

A MATHEMATICS PROGRAM

The Burbank schools at Burbank, Calif., recognizing the importance of mathematics in all daily life and its relationship to scientific development, has broadened its mathematics program in the secondary schools. The courses have been laid out particularly to meet the needs of students after they leave high school.

The mathematics courses are arranged in three different areas. *General mathematics* is offered in the ninth grade in a form which leads to shop mathematics for industrial arts and trade education, and to record keeping in the home and in occupational services. It leads also to business education and home economics.

A second group of courses are listed under the general title of *exploratory mathematics*. These include the beginnings of algebra and geometry and later center on the subjects of record keeping, bookkeeping, and general business mathematics.

Students who take the basic course in exploratory mathematics may be transferred to the third group of mathematics courses which are of the formal type and are of the *college-preparatory* kind. In these a formal type of mathematics work, algebra, geometry, and trigonometry are offered, with special view to later work in college and such professional applications as engineering and the technical professions.

BACK-TO-SCHOOL NIGHT

The Mapleton Community School, Mapleton, Iowa, on April 3, 1957, held a "back-to-school" night which proved most successful.

The children were returned to their homes at noon on the appointed day and reported back to the school in the evening so that classes could begin at 7:30 p.m. During the evening, classes were conducted in the secondary and junior high level on the basis of three one-half hour periods. In the elementary school, four periods of work were conducted from 7:30 to 9 p.m. Lesson plans were followed as they were set up, and parents were permitted to enter or leave at their discretion. The school enrollment comprised 680 boys and girls, and each pupil was permitted to bring one or more parents.

A country school for grades kindergarten to fourth is also conducted 12 miles from Mapleton, and children from that school and their parents were in attendance. It gave children and parents from the country school an opportunity to see what the children of the town school were doing.

Indirectly the "back-to-school" night acquainted the parents with the physical plant and the shortage of school facilities. It was also an opportunity for building better and stronger relations.

Supt. M. R. Mahaffey of the Mapleton Schools feels that the program produced excellent results in better understanding between the school and the community, and he is hoping that it can be made an annual project in connection with the art and poetry contest.

REORGANIZE GUIDANCE SERVICES

In Centralia, Ill., the faculty and the board of education have devoted serious attention to the reorganization of the guidance services and remedial reading and English courses. The board is endeavoring to employ instructors with training and experience to conduct remedial work in the fields of reading and English.

In the spring of 1957, a new and more inclusive testing program for beginning freshman students was introduced. The main purpose of the test was to furnish guidance and placement information for students.

T. C. WILLIAMS RE-ELECTED

Superintendent T. C. Williams, who has served in Alexandria, Va., for the past 24 years, has been re-elected for another term. Mr. Williams is head of a large school system, comprising 585 professional and 318 nonprofessional employees, and has under his supervision and guidance 12,852 pupils in 17 schools. All of the children attend classes in adequate schools and there are no shift classes. During his long service, Mr. Williams has seen the school budget grow from \$195,000 to \$3,929,873. Seven new schools have been erected within the past ten years, and plans are in progress for a new building program to comprise one high school, four elementary schools, and five additions to existing buildings.



BOARD WITNESSING COMPLETION OF HIGH SCHOOL

The result of co-operative planning by the board of education for High School District #404, Lincoln, Ill., a citizens survey committee, and the University of Illinois Office of Field Services, a new, 1,000-pupil, two million dollar high school will be completed by the fall of 1957. Members of the board include, from left to right (seated): Harold Mason, secretary; Roger Mitchell; George Kriviskey, principal; (standing) James Vaughn, president; Franklin Sparks; Walter Faster, vice-president; Carl Paulus; George H. Brown; Dr. John Maher.

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SCHOOL LAW

Option-to-Purchase Leases on School Buildings

STEPHEN F. ROACH

Editor, *Eastern School Law Review*, Jersey City, N. J.

A current method of stimulating and assisting local boards of education in providing needed school facilities involves the formation, under legislative sponsorship and control, of "school building corporations." These corporations are usually empowered to acquire land, erect a school building thereon, and then lease or rent such buildings to a local school district.

An earlier article on this aspect of school board operations (p. 29, July, 1953, *SCHOOL BOARD JOURNAL*) dealt with an important decision handed down in the Indiana Supreme Court. A recent case,¹ decided in the same court, will also be of considerable significance to many school boards.

Facts of the Case

The Springfield School Township, in Allen County, pursuant to existing Indiana statutes, planned to sell certain real estate — which it owned — to the Springfield Town School Building Corporation. The land was to be acquired by the school building corporation for the purpose of constructing a school building thereon. In turn, the corporation would lease this building to the township at a stipulated annual rental of \$28,500 for a term of 30 years. At the end of this term the ownership of the building would reside in the township.

Kees, and others, as taxpayers of Springfield Township, brought suit to enjoin Smith (the School Township trustee) and the Township School Building Corporation, from carrying out the provisions of the lease for the school building, and asking that the lease be declared void and of no effect.

The taxpayers based their complaint on two contentions. The first alleged that the attempt of the school township to sell the land violated the Indiana Constitutional provision that the "General Assembly shall not grant to any citizen, or class of citizens, privileges or immunities which, upon the same terms, shall not equally belong to all citizens." Their second contention claimed that the lease, as proposed, constituted an attempt to authorize the school township to create an indebtedness in excess of the 2 per cent limitation imposed by another provision of the Indiana Constitution.

¹*Kees et al. v. Smith et al.*; cited as 137 N.E. 2d 541 (Ind.) (1956) in the West National Reporter System.

In the trial court, judgment was entered against Kees and the other taxpayers. This decision was now being appealed to the Supreme Court.

Issues of the Case

Three questions were at issue in this case: the first two of interest to Indiana school boards in particular, the last of interest to all school boards generally.

1. Did the acquisition of the school township's real estate by the school building corporation constitute the granting of an unconstitutional "special privilege" to the building corporation?

2. Did the proposed lease of a school building by the school township — at an annual rental of \$28,500 for a 30-year term — create, in the aggregate, an indebtedness in excess of the existing Indiana two per cent limitation?

3. Does the leasing of a school building by a school district (with an option to purchase) give rise to an indebtedness of the district for the aggregate of all the rentals for the entire term of the lease?

Findings of the Court

The court first considered the contention of Kees and the other taxpayers that the acquiring of the land by the school building corporation from the school township, under the statute utilized, was exclusive in its nature, the acquisition granted a special privilege to the building corporation, and hence was in violation of the cited constitutional provision.

With regard to this contention, the court referred to an earlier 1956 decision in which it had been held that the purpose of the statute utilized — "that property owned by a school corporation should not be sold to any person or corporation other than one formed solely for the purpose of erecting a school building and leasing it to the school corporation" — was not to extend a special privilege to any person that was not extended to all upon the same terms. Rather, it had been held, the statute was intended "to assure the public use of the property as originally intended at the time of purchase by the school corporation."

Nor was the cited constitutional provision violated, the opinion continued, merely because the legislature has prescribed a certain type of corporation which must be organized to provide school facilities under the terms of the statute utilized.

This was true, the opinion held, "because the legislature is . . . the judge of the agencies it will employ for public ends and purposes."

Accordingly, the present court ruled against this first contention.

The court then turned to the second contention — viz. that the lease, as proposed, attempted to authorize the creation of an indebtedness in excess of the two per cent limitation (based on the value of the taxable property within the school township) imposed by the state constitution.

In this connection, the opinion noted that while Kees had conceded that the annual rental (\$28,500) would not exceed two per cent of the assessed valuation of \$2,799,560, which is \$55,991.20, he had nevertheless contended that, in reality, the aggregate rental for the 30 years was the true debt incurred, and that such debt violated the constitutional limitation.

In this regard the court held that, because the building company was willing to give the school building to the school township — when the building company had been paid an amount equal to its investment and a reasonable return thereon — the lease contract was not thereby, ipso facto, changed into a contract to purchase. The present court noted also that recent cases on this point from other jurisdictions "tend to confirm the general principle . . . that the leasing of property by a city, county, or other political subdivision, with an option to purchase the same, does not give rise to an indebtedness or liability of the public body for the stipulated optional purchase price or for the aggregate of all the rentals for the entire term, provided the instrument is in fact a lease, and not a contract of purchase on the installment plan."

Concluding that the lease contract was not in contravention of the Indiana Constitution, the court upheld the proposed lease.

Significance of the Case

The following principles of general interest would appear to have resulted from this opinion.

1. A statutory limitation that certain school district property should be sold only to an agency formed solely for the purpose of erecting a school building thereon (and leasing the building back to the school district) does not thereby extend an illegal "special privilege" to such agency. Rather, the statute insures that the property will be put to the public use originally intended for it at the time of its purchase by the school district.

2. The legislature is the judge of the agencies it will employ for public ends and purposes.

3. Because, in an option-to-purchase lease of a school building between a school district and a school building corporation, the latter is willing to give the building to the district when the corporation has been paid an amount equal to its investment and a reasonable return thereon, the lease is not thereby changed into a contract to purchase.

4. The leasing of a school building by a school district with an option to purchase the building does not establish a district indebtedness or liability for the stipulated optional

(Concluded on page 66)

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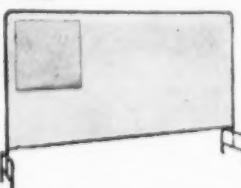


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SCHOOL LAW

(Concluded from page 63)

purchase price or for the aggregate of all the rentals for the entire term of the lease, so long as the instrument is in fact a lease, and not a contract of purchase on the installment plan.

5. Where the annual rental is less than the amount of debt limitation fixed by statute, the leasing of a school building by a school district with an option to purchase is not, in itself, an attempt to create indebtedness in excess of the limitation, despite the fact that aggregate rental for the term of the lease may be in excess of such limitation.

SCHOOL LAW NEWS

SCHOOL CONSOLIDATION

The Minnesota State Supreme Court will not interfere with the actions of school boards in consolidated school districts, unless the action taken is shown to be arbitrary, fraudulent, oppressive, or based on an erroneous theory of law, or interferes with the best interests of the territory affected. In other words, the courts will not interfere, unless the school authorities have abused their discretion.—*Appeal of McAlpine*, 81 N.W. 2d 82, Minn.

Under the New Jersey state laws, the Commissioner of Education has power to decide disputes arising in local school districts, under a decision of the State Supreme Court. The Commissioner must give due consideration to the case of the local school boards. He may demand additional evidence. His main responsibility is to insure the faithful execution of state laws and policies. He may remand a matter to the local board for further inquiry. The case was *Laba v. Board of Education of Newark*, 129 A. 2d 273, N.J.

Under a New Jersey Statute providing that teachers having tenure may be dismissed only for inefficiency, incompetency, or conduct unbecoming a teacher, any member of the Communist Party, or a person subject to its ideologies and disciplines, is unfit to teach in the New Jersey schools and should be dismissed. The evidence before a superintendent of schools showed that a teacher had refused to testify before a Congressional committee about his membership in the Communist Party, and it appears that such a teacher is a Communist. He may be dismissed for failure to testify.—*Laba v. Board of Education of Newark*, 129 A. 2d 273, N.J.

SCHOOL LAW

★ The state of Virginia, on March 25, lost in the U.S. Supreme Court in an attempt to delay racial integration in its public schools. The court, in a brief order, refused to hear the state's appeal from a lower court judgment ordering desegregation of schools in Charlottesville and Arlington. The court's ruling was unanimous.

★ The U.S. Supreme Court has refused to review a lower court decision holding that the North Carolina law "was not unconstitutional on its face." The lower court had directed Negro students to exhaust remedies provided under the state law before appealing to the federal judiciary.

★ Governor Thomson of Wisconsin has signed a law allowing the Milwaukee school board to offer a five-year contract to the superintendent. Under the law, the school board can offer contract of no less than three nor more than five years to a new superintendent.



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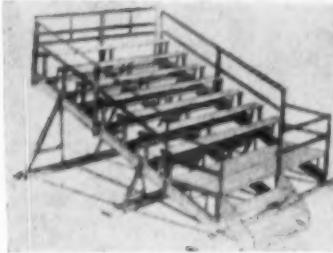
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PERSONAL NEWS

SUPERINTENDENTS

CALIFORNIA

Clyde C. Johnson is the new superintendent at Maple Grove.

CONNECTICUT

William Edgar is the new superintendent at Fairfield.

FLORIDA

W. Douglas Hartley is the new superintendent of St. Johns County, St. Augustine, Fla.

ILLINOIS

Rex Millikin is the new superintendent at Geneseo.

David F. Byrne is the new superintendent at Altamont.

NEW JERSEY

Paul O'Connor is the new superintendent at Allendale.

OHIO

Edward E. Holt is the new State Superintendent of Public Instruction, with headquarters at Columbus.

Frank Dick has been elected superintendent at Sylvan.

OKLAHOMA

Dr. Melvin Barnes, deputy superintendent of the Oklahoma City public schools, has been named superintendent there, effective July 1. He replaces J. Chester Swanson who resigned recently to join the faculty at the University of California.



Melvin Barnes

VERMONT

William T. Logan has been elected superintendent at Burlington, to succeed Lyman Hunt.

VIRGINIA

Dr. Davis Y. Paschall has succeeded Dr. Dowell J. Howard as State Superintendent of Public Instruction.

SCHOOL BOARD OFFICIALS

CALIFORNIA

Mrs. Ruth Cole, for many years a storm center of the Los Angeles, Calif., board of education, was defeated in the April 2 election. As a member of the school board, Mrs. Cole was instrumental in throwing out the school instruction concerning UN, and UNESCO. Her successor on the board is **Dr. Ralph Richardson**, of the University of California L.A. staff.

ILLINOIS

R. C. Joseph, of Carbondale, Ill., is president of the Egyptian Division of the Illinois Association of School Boards.

LOUISIANA

W. A. Pollerin is the new president of the board at Magnolia.

NEW YORK

William J. O'Shea, a member of the New York City board of education, died suddenly of a heart attack on April 2. He was a son of the late Dr. William J. O'Shea, a former superintendent of schools.



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readily accessible.



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SCHOOL LUNCH

(Concluded from page 51)

Two Training Programs

We were fortunate to secure as supervising manager of the Edsel Ford high school lunchroom a graduate home economist with a major in institution administration and several years of experience in commercial food service with particular emphasis on employee supervision and training. In addition to her food production responsibilities, she supervises an in-service training program in the Edsel Ford lunchroom kitchen designed to meet three specific needs:

1. On-the-job training for new employees.

2. Refresher training for increasing the efficiency of those persons presently employed who have had little or no work experience in any situation other than in their present location.

3. Advance training for those individuals who show potential as cooks or managers.

Since our greatest demand was for new employees, it was necessary that we first develop the program for on-the-job training.

This program has four major objectives:

1. To present an over-all picture of the organization and regulations of the school lunch program — orientation.

2. To provide specific instruction in basic operations common to all lunchrooms.

3. To provide opportunity to practice these basic operations a sufficient number of times to develop good work habits.

4. To screen from the applicants those persons who have little or no aptitude for food production.

A skeleton crew of regular employees fills key positions in the Edsel Ford high school kitchen. Trainees are used to complete the staff. These trainees are selected by the lunchroom co-ordinator following a personal conference with qualified applicants. Each applicant is advised that no one will be eligible for permanent employment in the lunchroom department until she has successfully completed a training period under supervision. An unwillingness to comply with this requirement eliminates her from further consideration. The trainee is paid the same hourly rate as a lunchroom substitute.

At a pre-work conference the supervising manager presents the trainees to her fellow workers and attempts to give her a start toward the accomplishment of the first major objective. The second and third objectives of the program, specific instruction and practice, are achieved by means of scheduled succession of job activities and a weekly conference to evaluate progress. No definite time has been set for the completion of the training program. The period has varied from four to six weeks. It is obvious that certain persons will learn some operations more rapidly than others.

In order to decide what the major emphasis of the training program should be, the manager in each of the 26 Dearborn school lunchrooms and the lunchroom co-ordinator prepared a list of the jobs which

they felt a new employee should be able to perform. These lists were compiled and evaluated and the first tentative outline developed.

Needed Information and Skills

Basic information included such items as: (1) an over-all picture of the school lunch program; (2) the basic philosophy of employee-student, employee-teacher, employee-manager relationships and responsibilities; (3) familiarity with the requirements of the basic menu pattern; (4) the relationship of sanitary practices and procedures to the health and well-being of both the employee and our customers. Some of the *basic skills* to be accomplished included: the ability to follow instructions; counter setup; sanitary counter service with portion control; simplified procedure for making and wrapping bread and butter and filled sandwiches; approved procedures for cleaning and sanitizing serving counters, work surfaces, pots and pans, and stationary equipment; preparation of vegetables; correct storage of raw foods and leftovers in the refrigerator; the ability to operate and care for small kitchen tools, the dish machine, the potato peeler, and the power mixer including the grinding and slicing attachments.

When the trainee has successfully completed the training period, her name is placed on the current substitute list. She is then subject to call by any other lunchroom manager. As a substitute employee, she has an opportunity to work with women in a number of schools. Because "people are people," a manager may find several substitutes equal in quality and quantity of performance and production, but one individual may fit into her particular situation and employee group better than any other. The manager will then request this substitute to fill a vacancy when it occurs on her staff.

Now that the immediate need for an adequate number of trained substitutes has been satisfied, the second and third phase of the program — a refresher course for employed staff members and advance training for those who show managerial ability — can be developed. The plan is to approach this problem through:

1. The transfer of individual employees to the Edsel Ford school for a period of work. This request for training may come from the worker herself or it may be at the suggestion of a manager or the co-ordinator.

2. Voluntary attendance of employees at a series of two- or three-hour clinics covering specific subject matter.

A Three-Phase Program

Our ultimate goal is to so organize all three phases of in-service training — on-the-job training for new employees, refresher training for staff members, and advance training for potential cooks and managers — that we can strengthen and unify our entire school lunch program with staff members who know and understand our methods and procedures.

This is only one of the many possible approaches to the problem of employee training. Our initial attempt has disclosed weaknesses in our original planning. But,

by keeping our plans flexible, we have been able to change procedures to correct weaknesses. The improved morale of the new employee and the managers' approval of new substitutes are indications that the plan has merit for our particular situation.

WORD FROM WASHINGTON

(Concluded from page 50)

There are also basic *Content Area Planning Committees* made up of classroom teachers which develop the actual content and "character" of the programs. Four such committees are now functioning at the elementary level in the following subject fields: Science, Social Studies, Language Arts, and Arithmetic.

Telecourses in Pittsburgh

In the public schools in Pittsburgh an experimental study investigating the effectiveness of TV teaching at the elementary level is in its second year. To last year's courses in fifth grade reading, arithmetic, and French have been added history, geography, and high school physics.

Rhea Sikes, Producer of Television Teaching Demonstrations at WQED, the community education television station for metropolitan Pittsburgh, reported to the 1957 convention of NEA's Department of Audio-Visual Instruction, that the Pittsburgh board of education is responsible for the teaching contents and "our job is to take the content and present it in the most effective way possible," declaring "we want to give the most superior education we can to our children." She said these school classes are made up of students who have parental permission to take televised lessons.

Miss Sikes also described WQED's Summer High School of the Air which presents the five subjects most often flunked in the schools of the area, namely, ninth and tenth grade English, Biology, Beginning Algebra, and World History. Students failing in school can take these courses during the summer vacation and on their satisfactory completion rejoin their classes in the fall.

Another interesting program broadcast over Station WQED on Channel 13 is the Adult High School of the Air offered in co-operation with the Pittsburgh board of public education, the public schools, and the independent school districts of ten Pennsylvania counties.

Through this means persons who are unable to attend classes during the regular school day can receive televised instruction in high school subjects. The state of Pennsylvania requires the successful completion of 16 units of televised study for a high school diploma, three of which must be in English and two in social studies that include a year of American history. The remainder are electives.

After accumulating a sufficient number of credits, telecourse students can take final examinations through the State Department of Public Instruction and, if obtaining passing grades, will receive a high school diploma. Some of the people who have completed their high school requirements in this way now plan to go on to college.

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Hands*

of the *Hillyard* Maintainer®

can uncover Big Savings

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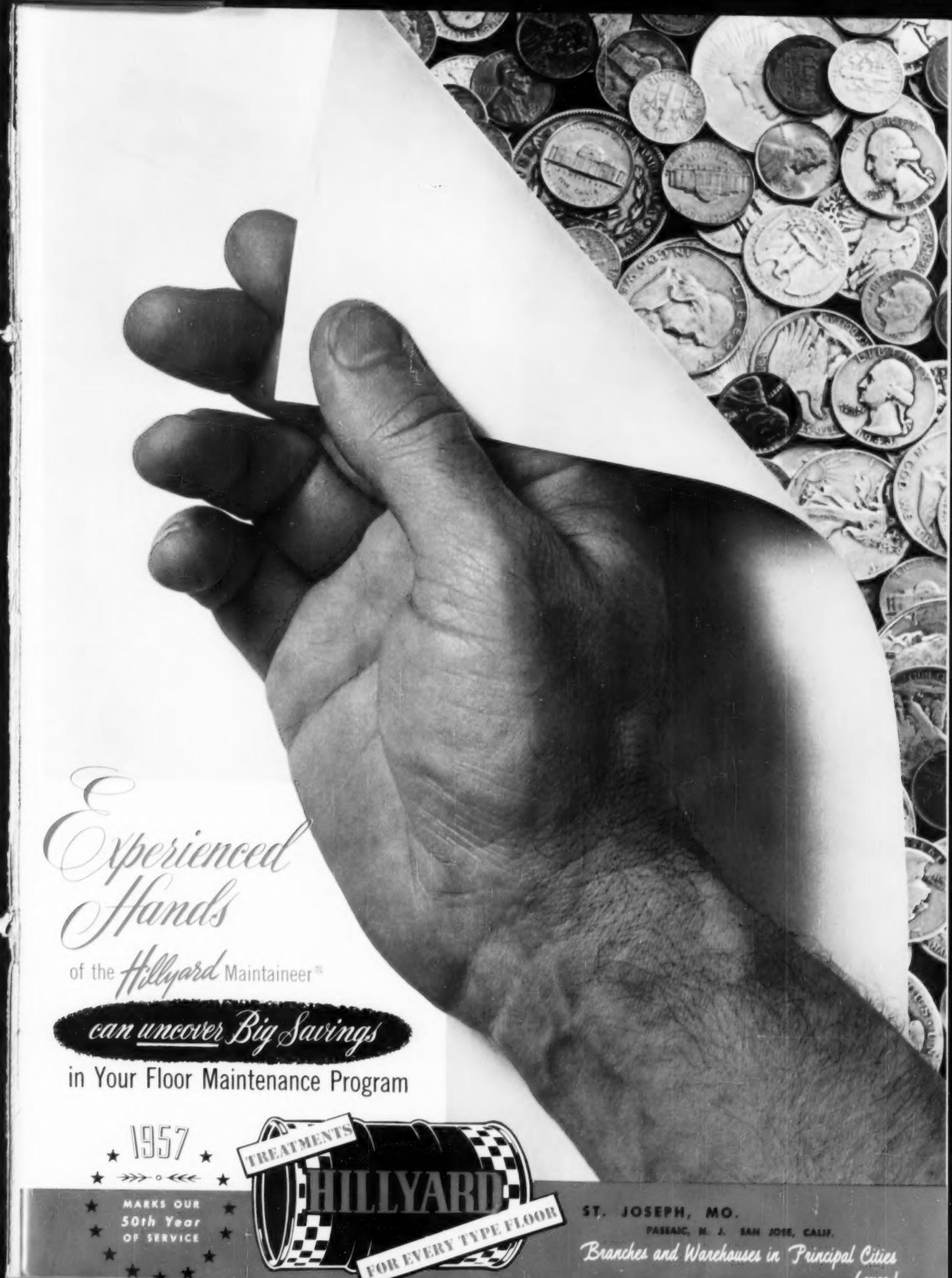
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One of Many Second Generation Hillyard Maintainers.
 "He brings 50 years' experience to your floor maintenance problems."



"Young Mike" Heller has been a Hillyard Maintainer for the past 7 years. When he surveys a floor and recommends restoration, treatment, or maintenance —

he speaks with the authority of his own intensive Hillyard training, and job experience as Floor Maintenance Specialist.

he draws on the experience of the entire Hillyard organization, accumulated during a half century of service and leadership.

he shares experience with the more than 150 other Hillyard Maintainers, stationed in other cities of the U. S. A.

and he gets a special boost from the experience of his father, M. G. Heller ("Mike Senior"), who has a distinguished record of nearly 20 years as a Hillyard Maintainer!

Why **SAVE PENNIES IN MATERIALS—WHEN YOU CAN SAVE DOLLARS IN LABOR?**

Ask for a Free Hillyard
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and a complete floor treatment plan, serviced and supervised by your Hillyard Maintainer. He will be glad to train your custodial staff in most efficient use of tools and materials to carry out the plan. Consider him your own expert consultant on floor maintenance problems.

"On Your Staff, Not Your Payroll!"

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St. Joseph, Mo.

Please have your nearby Hillyard Maintainer show me how I can save real money on floor care.

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**A HILLYARD PLAN CAN GIVE
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The few cents extra you pay for top-grade Hillyard materials will be the most profitable investment you ever made. The extra wear and extra quality in these materials make possible Hillyard streamlined floor treatment methods and short cuts, which can reduce your floor maintenance labor as much as 50%. For example, you can:

eliminate the whole operation of rinsing with Hillyard Super Shine-All neutral chemical cleaner.

save 3 waxings out of 4 (required by inferior products) with Hillyard Super Hil-Brite 100% Carnauba Wax.

add extra slip-resistance and ease of maintenance with Hillyard Super Hilco-Lustre floor polish and renewer.

save frequent stripping and refinishing of wood floors with Hillyard Wood Finishes—they have an abrasion index as high as 3 times that of other products on the market.

end all need for waxing terrazzo and concrete with Hillyard Super Onex-Seal.



Records show that 93¢ of every floor maintenance dollar goes for labor—here is your big chance to cut floor maintenance costs!

Use Hillyard Products—Approved by Flooring Manufacturers and Contractors

ONLY 7¢ FOR SUPPLIES



*Send today
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 FLOOR TREATMENT
 SURVEY*

HILLYARD CHEMICAL CO.
 St. Joseph, Mo.



SALARIES FOR MEN

(Concluded from page 28)

Referring back to expenses we would now find these facts to be true:

Case A

Single teacher without dependents working 180 days (normal school year).

1. Salary	\$5,000
2. Living expenses	\$3,165
3. Income tax on \$5,000	944
Total (2) & (3)	\$4,109 \$4,109

Balance available for automobile, increased standard of living, additional savings, travel, summer school, etc. per year \$ 881

Case B

Married man with wife and two children working 240 days.

1. Salary (\$5,000 + 30%)	\$6,500
2. Living expenses	\$5,435
3. Income tax on \$6,500	1,022
Total (2) & (3)	\$6,457 \$6,457

Balance available above bare necessities of living (not enough for automobile, additional savings, travel, summer session, etc. — just enough to "break even").

It seems clear that, by this administrative device, salaries of persons with dependents could be brought up to a point more nearly in line with actual needs of such persons — although the single teacher without dependents would still have the advantage, both in terms of money and in terms of free time. Mr. Married Man would actually *lose* money if he took six weeks out each summer to attend summer school.

What would be the effects upon children? It seems to this investigator that the following results would obtain:

1. We would have better satisfied teachers in our schools — hence better schools for children.

2. Teaching would be more attractive to capable young men who have ambitions for a wife and a home. (This is good for America.)

3. Planned summer programs would develop which would better meet the needs of children and of society; there would be less tendency toward juvenile delinquency because of planned summer activities.

4. Many haphazardly managed summer programs for youth would become organized, skillfully managed ones, under public jurisdiction of the board of education.

5. Married men could be expected to give full time to the schools.

What about vacations for the married man with two children? Let us take a look.

September 4 to June 15 usual 180 days	180
June 15 to August 18 including Saturdays	60
Total	240

Thus the married man could have vacation for himself and family from August 19 to September 3, a total of about two weeks. Such a person would have Christmas vacation, spring vacation, and two weeks summer vacation

with pay — while the single teacher without dependents would have Christmas vacation, spring vacation, and a summer.

TEACHERS' SALARIES

★ Waukesha, Wis. A new salary schedule to raise the salaries of teachers by \$250, and to increase the annual maximum for veteran teachers, has been approved by the school board. Beginning salaries for four-year graduates will be \$3,750. A teacher holding a bachelor's degree will be paid up to \$7,100, and a teacher with a master's degree will receive up to \$7,500.

★ Glenwood, Minn. All teachers have been

given salary increases, ranging from \$325 to \$400 annually. The cost of the increases will be \$17,000.

★ Sunnyside, Ariz. The school board has approved an \$800 increase in teachers' salaries for 1957-58. The increase includes a \$200 annual raise, and a \$600 across-the-board increase.

★ Bridgeport, Conn. A new salary schedule has been adopted for September, 1957. A teacher with a bachelor's degree will start at \$3,900 and go to \$6,100. A teacher holding a master's degree will begin at \$4,100 and go to \$6,600.

★ Flossmoor, Ill. The school board of Dist. 161, in Cook County, has adopted a salary schedule, based on a beginning salary of \$4,000 for instructors with a bachelor's degree, and \$5,300 for those with a master's degree, and a maximum of \$6,000.



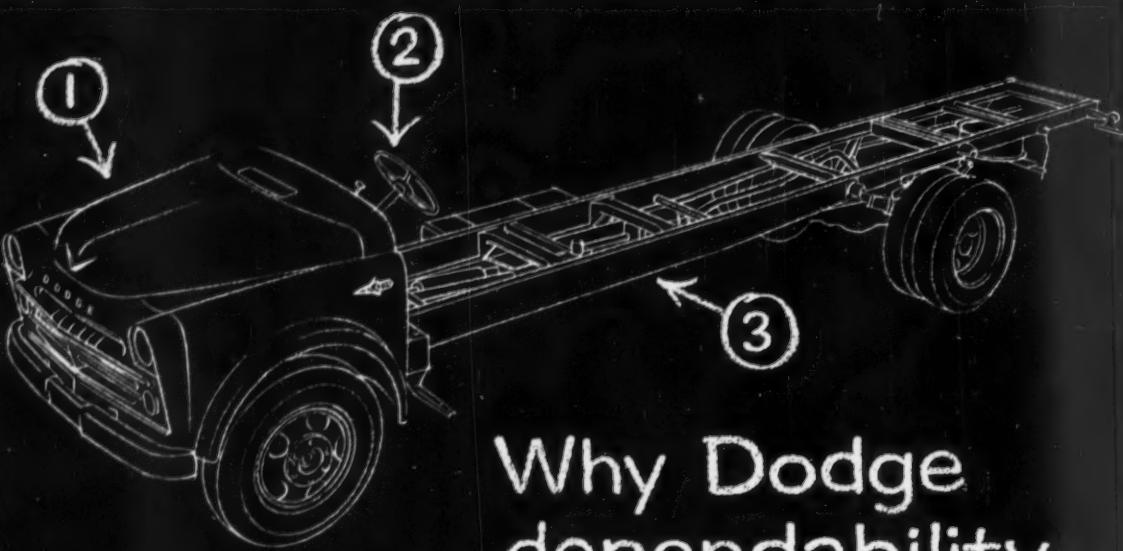
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Why Dodge dependability assures you of safer miles at less cost per pupil!

① Dodge School Bus Chassis cut your operating costs to the bone with the most efficient engines in Dodge Truck history. Take your choice of modern, high-compression V-8's that deliver trouble-free power on regular gas, or the famous Dodge Economy Six. All offer exceptional durability features like positive-pressure lubrication, positive-type exhaust valve rotators, and dozens more.

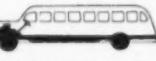
② Dodge Chassis are safer to ride in . . . and easier to handle. Dodge meets all N.E.A. standards and offers additional safety features, too . . . a driver-adjustable parking brake and independent head-

light circuits, for instance. Shortest turning radius makes Dodge easier to handle and maneuver . . . and thus reduces driver fatigue.

③ Dodge Chassis are more ruggedly constructed for greater dependability. Side rails are deep, with double-width crossmembers for increased rigidity. Even the front bumper adds strength to the frame. Springs, axles . . . in fact, every part of this rugged Dodge chassis is designed to wear longer and cost you less over the years. Why not see for yourself? Talk over your school bus problems with your local Dodge dealer soon.

Dodge *PowerGiant* School Bus Chassis

Choose from 6 Dodge School Bus Chassis for bodies accommodating 30 to 66 passengers. Max. G.V.W.'s from 10,500 to 21,000 lbs.

					
MODEL S480-153" WB. 10,500 and 12,000 lbs. G.V.W. for 30 and 36 pupils.	MODEL S580-193" WB. 15,000 and 16,000 lbs. G.V.W. for 48 pupils.	MODEL S580-217" WB. 15,000, 17,000 and 18,000 lbs. G.V.W. for 54 pupils.	MODEL S680-238" WB. 16,500, 17,500 and 20,000 lbs. G.V.W. for 60 pupils.	MODEL S780-238" WB. 17,500 and 21,000 lbs. G.V.W. for 60 pupils.	MODEL S780-254" WB. 21,000 lbs. G.V.W. for 66 pupils.



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Pupils make better progress, teachers do a better job—when classroom light is right. That means Day-Brite, a fact you can easily demonstrate to yourself if you make a point-by-point comparison between Day-Brite and any other fixture.

Because all fixtures look good and sound good on paper, you are well advised to examine Day-Brite and base your decision on the many points of superiority you can easily see if you look at the fixtures, not just the pictures.

A Day-Brite representative with long experience in schoolroom lighting will gladly make a table-top demonstration. Call him—he's listed in the Yellow Pages . . . or write direct for school-lighting information.
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New classroom in Longfellow School, Massillon, Ohio,
lighted with Day-Brite LUVEX® fixtures in a "U" pattern.

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FINANCE & TAXATION

SCHOOL BOND SALES

During the month of March, 1957, permanent school bonds for school construction purposes were sold in the amount of \$215,529,600. The largest sales were made in:

California	\$17,607,000	New York	\$23,893,000
Connecticut	5,275,000	Ohio	12,943,000
Illinois	14,939,000	Pennsylvania	14,471,000
Michigan	14,165,000	South Carolina	10,335,000
Minnesota	7,475,000	Texas	6,708,000
Missouri	7,488,000	Virginia	6,571,000
New Jersey	14,765,000	Wisconsin	8,090,000

As of April 25, 1957, the average yield of 20 bonds was 3.25 per cent.

SCHOOL CONSTRUCTION

During the month of March, 1957, Dodge reported contracts let in 37 states east of the Rocky Mountains for school buildings with a total valuation of \$221,932,000. For the 11 western states, Dodge reported projects let for a total valuation of \$52,023,000. The total for the 48 states was \$273,955,000.

SCHOOL BUDGETS

★ Atlanta, Ga. The board of education has adopted a budget for 1957, calling for an outlay of \$20,756,948. Of the total, an item of \$392,496 is allotted for salary increases of professional employees, including teachers.

★ The Fairfax County, Va., school board has set up a budget of \$14.9 million, an increase of \$2.8 million.

★ Cleveland, Ohio. The school board has

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Mo.
School Building Construction ¹	Mar., 1957	\$273,955,000	\$220,008,000
Total School Bond Sales ²	Mar., 1957	\$215,529,600	\$198,929,011
Latest Price, Twenty Bonds ³	Apr. 25, 1957	3.25%	3.07%
New Construction Expenditures ⁴	Apr., 1957	\$272,000,000	\$255,000,000
Construction Cost Index ⁵	Apr., 1957	655	654
Educational Building, Valuation ⁶	Jan., 1957	\$110,900,000	\$99,600,000
Wholesale Price Index ⁷	Apr. 30, 1957	117.1	116.9
U. S. Consumer's Prices ⁸	Mar., 1957	118.9	118.7
Population of the U. S. ⁹	Feb. 1, 1957	170,045,000	169,661,000

*Compiled May 8, 1957.

¹Data from Dodge Statistical Research; by arrangement with F. W. Dodge Corporation.

²Bond buyer.

³Joint estimate, Depts. of Commerce and Labor.

⁴American Appraisal Co., Milwaukee.

⁵U. S. Dept. of Labor.

⁶U. S. Dept. of Commerce.

received a preliminary budget calling for \$40 1/4 million for 1957-58. In addition the board will appropriate \$1 million for lunchrooms, and \$4 million for new schools and additions.

★ The Lower Merion school board, Ardmore, Pa., has adopted a budget of \$10,742,077 for 1957-58.

★ Toledo, Ohio. A budget of \$15,991,513 has been adopted for 1957-58.

SCHOOL BONDS

★ In Moline, Ill., the voters of Dist. 40, have approved a school bond issue of \$855,000 for the financing of new schools. The program includes a senior high school, an elementary school, and an addition to another elementary school.

★ Atlanta, Ga. A \$17 million school bond issue was passed in April, 1957.

★ De Kalb, Ill. The voters of School Dist.

428 approved a school bond issue of \$1,100,000 to finance the construction of two elementary schools and additions to two other schools. The buildings will be completed by September, 1958.

FINANCING LOCAL SCHOOL NEEDS IN ORANGE COUNTY, FLORIDA

For the purpose of permitting reduced ad valorem taxation and for the purpose of financing local public needs of cities, counties, and schools in Orange County, Fla., serious consideration is being given to a proposed state-wide 3 per cent sales tax.

A committee on public schools, headed by Capt. E. R. Sperry, has presented a report on needed school facilities and methods of financing the same. The report, divided into five sections, takes up (1) capital improvements, (2) current operation expense, (3) revenue, (4) assessed valuation of property, and (5) debt of public schools.

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of Clean, Safe, Quiet Operation
... at low initial cost



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PROVIDE ALL-IN-ONE PRACTICE AND STUDY SEATING!



BAND PRACTICE ▲

Clarin Folding Music Chairs with the Tablet Arm Folded Down and Out of the Way

Now music teachers can teach theory in the practice room with the use of CLARIN dual purpose tablet arm music chairs. Students with instruments have complete freedom of arm movement for practice as the tablet arm folds completely down, out of the way. With the tablet arm up, a convenient desk area is made available at just the right height for regular class use. Choral groups may perform class work and then practice group rising without hinderance.

POSTURE BUILT BACK AND SEAT

CLARIN Music Room Chair is designed with flat seat and erect back to keep student in posture correct position. Seat is at preferred height of 18 inches. Versatility is easily obtained as chairs are readily moveable and can be completely folded to a 3" thickness for storage when required.

TEN YEAR GUARANTEE STAMPED IN STEEL

With complete confidence in the inherent quality of Clarin chairs, plus our 30 years of specialized product "know how" we take pride in issuing an unrivalled 10-year Guarantee with every chair sold. The tangible sign of long term economy is the guarantee date stamped in one leg of each Clarin chair. It is permanent assurance to all that you purchased the best.



Model 2718-TA. Opat Grey, Bronze, Olive Green or Beige are standard — other colors available.



Tablet arm raised for composition.



Position of tablet arm for band practice.

MUSIC STUDY ▼

Clarin Folding Music Chairs with Tablet Arm Locked in Up Position for Academic Work



CLIP COUPON FOR FULL DETAILS!

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 Have a salesman call.

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A LOOK AT MERIT RATING

MAURICE C. WYATT

President, School District of Cheltenham Township, Elkins Park, Pa.

It has been assumed that "the laborer is worthy of his hire," and it can be supposed that there can be both classes of labor and grades of laborers in each of the many fields of human endeavor.

It has also been accepted that it is a sound American custom to reward workers on the basis of their individual efforts and contributions.

The whole American Success Story has been based on this idea, and workers, administrators, and professional people alike have generally accepted as a fact, that greater and more intelligent effort would be rewarded accordingly.

Why then should the vast field of teaching not be a part of this pattern? Are teachers a special race of people that cannot conform to the generally accepted plan of commensurate reward for proper effort, or has something occurred that has gotten the thinking on the subject entirely out of line?

Emotional thinking is a peculiar and oftentimes a disturbing thing. For example, the thinking approach of many otherwise mature Southerners to the problems of desegregation. When emotions control the thinking processes, it is almost impossible to get simple facts recognized.

While there is no analogy between the two situations, many people in the teaching profession think emotionally rather than realistically regarding a merit system for paying teachers and as long as we continue to hash over the thinking of the past, and keep these emotions in the forefront, little progress will be made toward a constructive approach to the matter.

Three Questions

Let's start from today and try to analyze the situation on its merits.

First, are there teachers of varying background, training, ability, and capabilities? Certainly the answer to this question has to be "yes."

Second, can these variations be recognized to a measurable degree?

In answering this question, one must ask another. Do or do not the principals of individual schools measure their staff members at present? Are there not on the staff of each school two or more outstanding members without whom things would not move nearly so well? And are there not generally on each staff also two, or more teachers at the other end of the scale, who, if they did not return for the next term could easily be replaced? And does not this leave a solid average group

with less recognizable variations in between the extremes? Probably 95 per cent of school principals would have to agree that to this extent teachers are being rated.

It becomes then, not a question of rating teachers, since that is already being done, but of rating them on the most accurate and practical basis possible so that these rating records will hold up under close scrutiny by the interested parties and will serve as a basis for rewarding or not rewarding individuals.

Let's face it. If proper education is to be furnished to the coming generations, it is going to be supplied by a sufficient number of properly paid teachers, and there will be a proper number of such teachers only if they can be attracted to teaching. Such attraction will be to a great extent the financial rewards to be obtained. Of course, thank goodness, there always will be a certain number of dedicated people who will choose the teaching profession in spite of the pay scale. There will also be other groups who will become teachers — girls who will teach for a few years before marriage, and others, male and female, who just as in other jobs and professions, seem to drift in for no special reason other than complacency.

Teaching Competes With Professions

If, however, teaching at the upper end of the pay scale begins to compete with engineering, accounting, selling, and other high paying jobs, it naturally follows that many more capable people will choose this profession than are now so doing.

But to simply have a higher across-the-board pay scale is not the entire answer. In business, where the end result is profit, the pay situation, in general, solves itself. The ones who produce more, get more, the ones who produce little, get little, and the ones who do not produce, get out.

This is also true in the professions. Good doctors, good lawyers, good architects earn good rewards.

So if teachers vary in their contributions, and if these variances can be measured, then the measurements should have a definite bearing on the remuneration.

To be more definite, the first requisite of any satisfactory salary schedule should be an attractive pay scale so set up that each teacher on the staff has a base pay, clearly spelled out to match his or her training and experience. This salary schedule should be realistic in relation to what is being paid in its area, not only for teaching, but in other fields of endeavor.

Given this good basic salary schedule, each teacher should know very definitely that his or her progress up the scale will be based positively upon his or her own efforts as reflected by an agreed-upon achievement record or rating device.

The rating factors making up each individual teacher's record should not be considered as in any way being of a mysterious or secretive nature. Any good firm of management consultants, or the personnel departments of many corporations can furnish lists of items that are in everyday use as yardsticks in business and industry. Such lists should be obtained by teachers and administrators, and certain additions and deletions should be made to adjust them to the teaching situation.

A Committee for Judging

When the standards have been set, each principal should be responsible to prepare each individual teacher's record and then to review it periodically with the superintendent. Before the end of the school term, or before the time of granting increases, each teacher's record should be reviewed by a committee — a suggested membership for each might be the principal of the school, the district superintendent, a member of the teachers' committee, and a school board member. Their findings should result in some teachers being moved faster than the schedule provides, and beyond the upper limits for respective classifications, in some teachers moving regularly on the schedule, and either stopping at or going beyond the top limits; in other teachers remaining at their present levels on the schedule, and in some teachers being dropped. In no instances should salaries be reduced.

In order for an arrangement such as is suggested, to properly work out, it must be sold to the teachers, and especially to the administrators. They must forget their past reactions to merit considerations, and accept the basis of fact that in almost every other field, people are rewarded for what they do. Teaching should be no exception.

They should also recognize the fact that the bulk of the world's work is being performed by ordinary people, such as most of us are, and that these ordinary people doing most of the other jobs seem to make out reasonably well under this system. In fact, they must make out better than teachers or else there would not be the present comparison between the pay of teachers and others.

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"Our summer program of overhead building and classroom maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform.



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Write for descriptive circular!



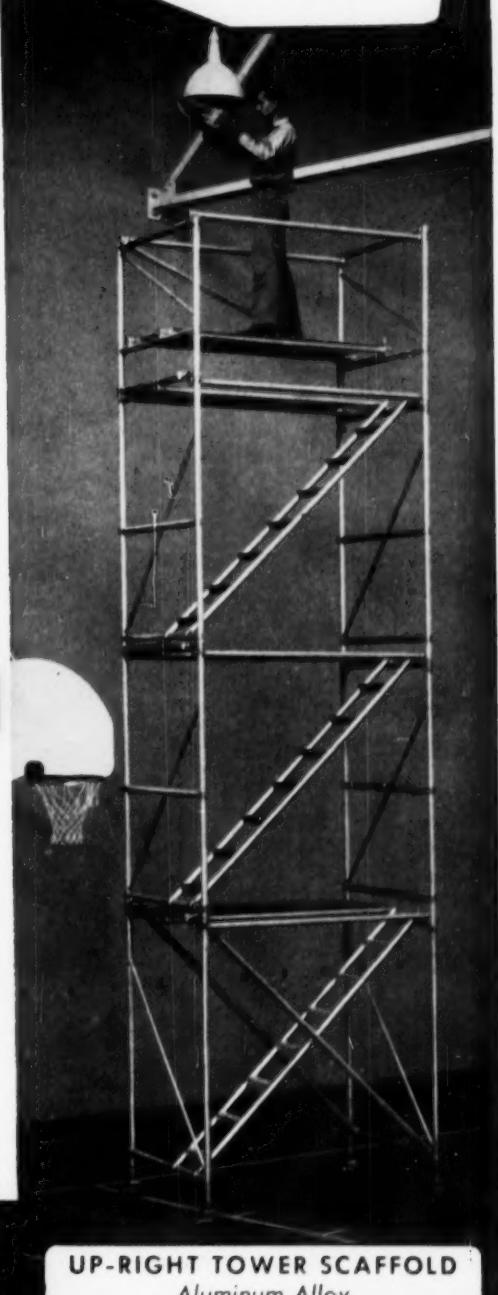
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

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UP-RIGHT TOWER SCAFFOLD
Aluminum Alloy



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School Razed by Fire Over Holiday

ALL RECORDS LOST

Board of education members and school officials today pondered the problem of getting classes resumed for about 350 high school students following the disastrous Washington's Birthday fire that destroyed the Louisville High School building. There were no classes here today and it is not certain just how soon they will be resumed.

Local board members estimated the cost of replacing the building at \$300,000, which makes the one of the most expensive ever to burn in West Kentucky, but even more important is the complete loss of records, many of them aged, in 1945 anti-tuberculosis.

The fire was first started around 2:30 a.m., but evidently it had been unobserved for sometime before this. About 6:30 a.m. it was at last discovered by Carlton House to the surprise of the Larue, Marion and Arista County fire departments, who joined the West Bourbon crew in fighting the blaze. In their efforts heavier tanks.

The cause of the fire has not yet been determined. The old building which was one of the oldest structures in the county is a total loss. Investigations are now going on to see if the cause can be determined. In the meantime, classes are suspended until temporary quarters can be found. The principal of the school, Mr. Billingsworth and other members of the school board are inspecting various locations and hope to announce the resumption of classes very soon.

When inter-

their records didn't

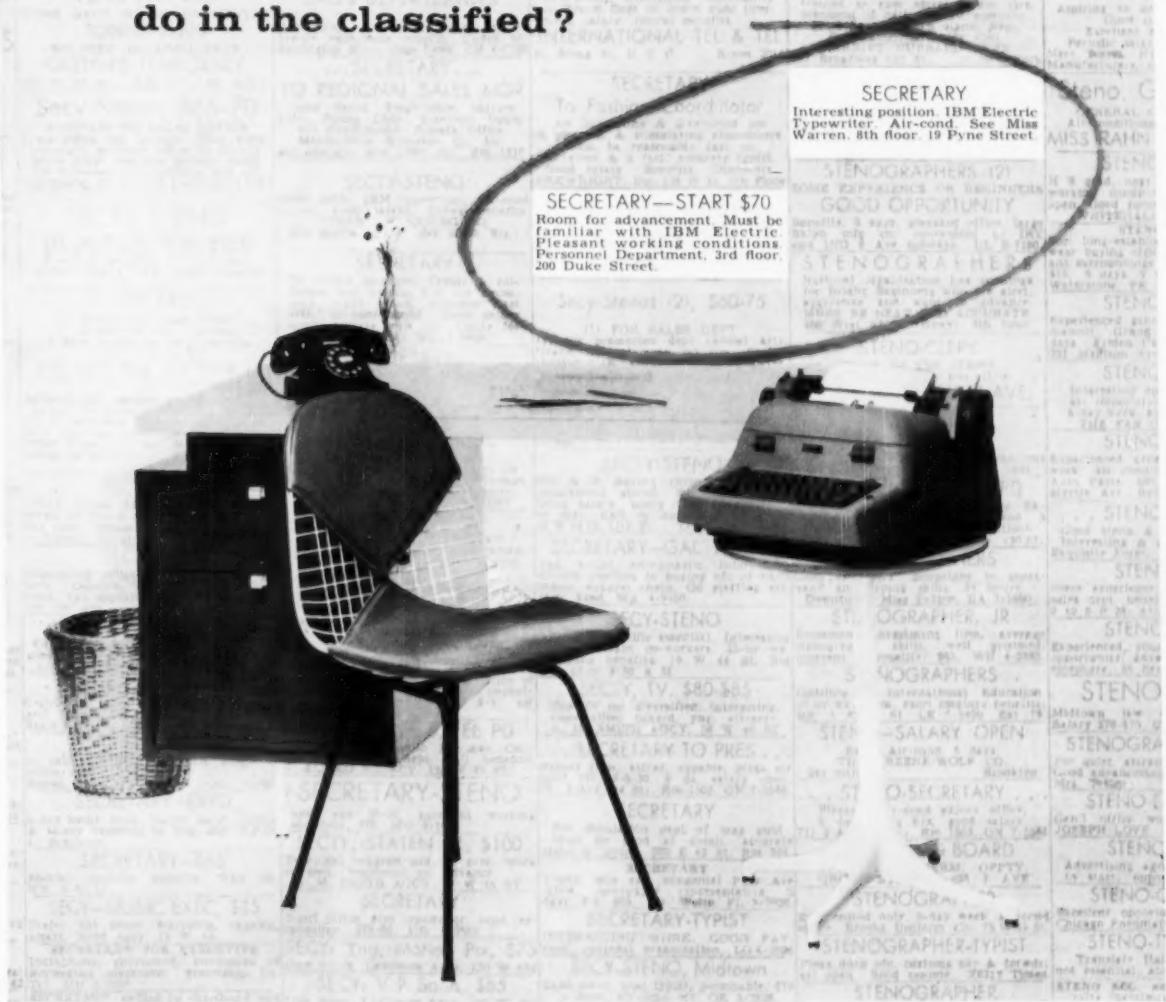
Protection of school records is as essential and important as good instruction. As custodian of public data, a school's responsibility doesn't end with graduation. Records must constantly be available for reference: requests for transcripts from other schools, from employers, the Government and the Armed Forces — sometimes even for verification of citizenship or birth. Above all, records are vital for the everyday operation of a school. What protection do your school records have? Could they survive a fire? The chaotic conditions caused by the destruction of school records

can affect an entire community. Remember that fire can strike unexpectedly at any time! Every single day there are 12 school fires in the U.S.; Case History 1149 shows how Remington Rand insulated equipment saved the records of the Nevada-Missouri High School. Write today for a copy — it may help to save the records of your own school. Address Room 1601, 315 Fourth Avenue, New York 10, N.Y.

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DIVISION OF SPERRY RAND CORPORATION



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do in the classified?**



**Prepare them for their future jobs on the IBM
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The trend is clear—the business world is going electric, and the favorite electric typewriter *by far* is the IBM! So, to give your students the most practical training for their future jobs, teach them on the electric typewriter they will most likely use—the IBM.

You'll find, too, that you train your students *better* on the IBM Electric—the "teaching typewriter." It is recognized that students type faster and more accurately on any typewriter—even manuals—when they have been taught on the IBM Electric.

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**ELECTRIC
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—preferred over all other electrics combined!

News of Products for the Schools

SLIDING CLOAKROOM DOORS

Upward sliding cloakroom doors which serve as an excellent mounting surface for chalkboards and provide a convenient means of cutting the depth of cloakrooms to only 2 feet are available from the Barber-Colman Co., Rockford, Ill. Handy, modern panels called Wardrobe doors, they can be raised and lowered with finger-tip pressure. When the doors are closed the top section provides



Built-in Cloakroom

an unbroken surface for mounting chalk board, chalk rail, and tack board. When the doors are open the floor and aisle facing the wardrobe area are completely clear for supervision and traffic and there is nothing on the floor for pupils to trip over or walk around. Cleaning of the cloakroom floor is easy, too, for it is free of hinges or pivots. The hardboard facing of the sections is highly scuff resistant and has excellent finishing qualities.

(For Further Details Circle Index Code 0307)

HOT FOOD STORER

Hotpoint Co., Berwyn, Ill., has introduced a new hot food storage receptacle that pre-heats in 10 to 12 minutes, permits superior heat transfer to the food containers, cannot be damaged by water, and is easy to install in any standard food table. Called Model HFS, it is constructed of a one-piece anodized aluminum chassis and it has a remote-control thermostat. The thermostat is wired directly to the brazed-on Calrod (R) heating units. The one-piece chassis is surrounded by aluminized sheet metal. This housing provides a minimum of $\frac{3}{4}$ in. dead space, insulating the table and reflecting otherwise wasted radiant heat back to the receptacle. No additional insulation is necessary.

(For Further Details Circle Index Code 0308)

BLEACHER FOLDING SIMPLIFIED

Roll-A-Way bleachers can be opened or closed by one man in a matter of seconds with a Poweroller, the new electric unit introduced by Universal Bleacher Co., Champaign, Ill. An extended gripper arm on the unit fits into a small opening under the front row seat. This engages an attachment bar under the bleacher section and a touch of the handle switch starts action. The operator does nothing but guide the unit from section to section and direct its action. Pneumatic tires protect the floor but give enough traction to make the operation easy. The unit may be used to open or close 10 to 25 or more rows of bleachers.

(For Further Details Circle Index Code 0309)

AUTOMATIC HOT WATER REGULATOR

Hot water systems can be accurately checked as well as automatically controlled by an indicating self-operating regulator recently released by the Powers Regulator Co., Skokie, Ill. The new unit, called the No. 11 regulator, features a front-mounted dial thermometer which provides continuous readings of hot water temperatures. Temperatures are automatically governed by the regulator, thus saving on fuel and labor and providing uniform control. Because the 4-inch dial thermometer is mounted in front instead of on top, the regulator can be installed in tight spaces where a top-mounted unit would not fit. Chances of damage to the indicator are also reduced by the front mounting.

Completely self-operated the regulator consists of a thermal bulb connected by flexible tubing to a diaphragm bellows. The bellows operate a valve mounted in the pipe line to be controlled. No electricity or outside power source is needed.

(For Further Details Circle Index Code 0310)

GMC BUS FOR HANDICAPPED

Twenty buses, specially equipped for handicapped children were recently built by General Motors Corp., Pontiac, Mich., for the city of Newark, N. J. Built to the Board of Education's specifications they feature specially designed seat harnesses, airline safety belts, crutch and cane racks, grab rails, assist rails, gate lifts, and other safety devices. Five of the buses were purchased by the city and 15 of them were purchased by a company which leases the fleet to and operates it for the city.

(For Further Details Circle Index Code 0311)

NARROW WALL TABLES

A new table and bench unit that folds into a wall pocket, approximately 5 inches deep without sacrificing quality or features is available from Schieber Sales Co., Detroit, Mich. The new unit, called "Compac-Fold" is detachable from the wall and can be rolled to any location. Tables and benches which are not connected to each other may be used independently. A double depth pocket may also be installed providing seating for 40 children in a small area of space.

Tables and benches have strong 1-in. all-steel tubular understructure. All joints are welded in precision jigs. Forged clevis hinges on linkage reduce rattle and wear to a minimum. Tops are $\frac{3}{4}$ in., 7 ply Philippine mahogany surfaced with heat resistant long wearing plastic backer sheet. They are attached to the understructure with 800 pound pull-test expansion anchor bolts to insure against pulling loose with long usage.

(For Further Details Circle Index Code 0312)

LETTERING PEN-BRUSH

A new lettering and art tool that provides the control of a pen and the flexibility and speed of a brush has been produced by the C. Howard Hunt Pen Co., Camden, N. J. Called the Speedball Steel Brush, it is part of their Speedball pen line. Useful for unusual textures in all forms of media, it lends itself particularly well to such jobs as large poster lettering, opaque fill-ins, and poster color work. It can serve also as an auxiliary water color brush and a palette knife for oils. Three sizes are available $\frac{3}{8}$ in., $\frac{1}{2}$ in., and $\frac{3}{4}$ in. widths; each will fit into any standard shank penholder.

(For Further Details Circle Index Code 0313)

EVEN, GLARE-FREE LIGHTING

Glare-free, shadowless lighting is possible with the new Strato-Lux fixture recently introduced by Curtis Lighting, Inc., Chicago, Ill. A large area luminaire, it is suspended from a lighting grid, which is attached to the ceiling. There is no juncture between the fixture and the side walls and the fixture appears to be floating. It is actually a packaged lighting system consisting of two parts: a ceiling-installed fluorescent grid system, and a suspended T-hanger aluminum framework, which holds the vinyl plastic louver diffuser panels. The panels provide 25 degree crosswise and lengthwise shielding. They act both as a louver, shielding the eye against direct glare, and as a diffuser, to soften the light and minimize reflected glare. The lighting system can be obtained in sizes to fit any 8 by 8 foot or larger room.

(For Further Details Circle Index Code 0314)

FLIP-TOP SLIDEFILM PROJECTOR

A sound slidefilm projector, completely self-contained and portable, weighing only 13½ pounds, is offered by the DuKane Corp., St. Charles, Ill. The flip-top lid has a built-in 9 by 7 in. rear lighted glass screen. No room darkening is needed for effective presentation. The machine plays 7 in. 45 r.p.m. records which can be pre-recorded with material running approximately 13 minutes. It is powered by 110 volt, 60-cycle current, and features storage space for films, records, cord, and manuals in its charcoal gray, luggage style case.

Although this moderately priced machine was designed for sales presentations, it can be effectively used in presenting educational issues to small groups or for special educational training in the classroom. Write firm for descriptive literature.

(For Further Details Circle Index Code 0315)

SPACE SAVING SLIDE

A playground slide designed for crowded metropolitan playgrounds, parks, schools, shopping centers, motels, and other restricted space areas has been introduced by the J. E. Burke Co. Called the space-saver slide, this new model requires only one quarter of the square foot area of a conventional slide. It is safety-improved, too, featuring panel-en-



Requires Less Space

closed deep-well steps and a guard rail completely encircling the top platform. Attractively finished in outdoor baked enamel, in bright colors for child appeal, the slide has a stainless steel rust-proof bedway. Extra strength throughout, brace supports equalize balance regardless of type of installation. Three sizes are available—4 ft., 6 ft., and 8 ft. height with 8 ft., 12 ft., and 16 ft. chutes.

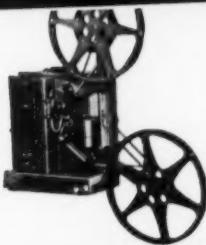
(For Further Details Circle Index Code 0316)

(Continued on page 84)

RCA SOUND PROJECTORS . . .

YOUR BEST INVESTMENT

1



RCA 400 JUNIOR 16MM PROJECTOR

Educational films are seen at their best in the classroom on this easy-to-use 400 Junior. It's lightweight, dependable, easy to operate. Speaker is mounted in detachable cover of this one-case unit. Teachers love its simplicity!

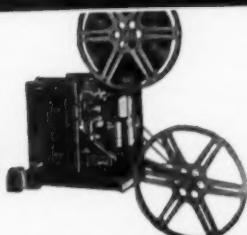
2



RCA 400 SENIOR 16MM PROJECTOR

For that heavy duty use in classroom or medium sized auditorium, this RCA 400 Senior gives top-flight performance—years of trouble free operation. It's completely portable as a two-case, or single-case unit.

3



RCA MAGNETIC RECORDER PROJECTOR

Teachers can easily record their own teaching commentary on films—playback immediately. Recording is similar to a tape recorder, and just as easy to do! And, of course, you can show standard films also, sound or silent.

4



RCA PORTO-ARC PROJECTOR

Ideal for the large auditorium, or any other situation where more light is needed on the screen than can be obtained from standard projectors. It's portable, too—the five cases are easily assembled. Operation is just as simple as any of above projectors.

All RCA projectors have those features the teacher wants: ease of threading the film, simplicity of operation, brilliant light, and clear life-like sound. They are ruggedly engineered and constructed for long life, giving you a low cost per year. For specific details, mail the coupon—now!



EDUCATIONAL SERVICES
RADIO CORPORATION of AMERICA
CAMDEN, N.J.

EDUCATIONAL SERVICES, Dept. T-38
Radio Corporation of America
Camden, N.J.
Please send me the story on RCA's 16mm Sound Film Projectors.

Name _____ Title _____
School _____
Street _____
City _____ State _____

News of Products . . .

(Continued from page 82)

8 POSITION ART DESK

A modern art desk featuring an adjustable top that permits 8 positions has been added to the Royal Metal school furniture line. A full lock double ratchet support makes the different positions possible and a quick release mechanism on the side makes the adjustment operation easy and safe. An extra support rod gives additional strength at the normal art position. The top is equipped with a pencil and board ledge that slides out of the way when not in use. The roomy drawer is of seamless one-piece steel construction and slides easily on noiseless nylon glides with cushioned stops.



Modern Art Desk

The top, available in fiberesin or maple grained plastic, is both burn and scuff resistant. The legs are made of one inch heavy gauge tubular steel finished to match the frame. Rubber glides protect the floor. Five attractive desk colors are available: salmon rose, Wedgewood blue, sandalwood, turquoise, or gray.

(For Further Details Circle Index Code 0317)

SIX STATION INTERCOM SET

A new 6-station selective wireless intercom system designed to operate on any one of six channels without interference has been announced by Talk-A-Phone Co., Chicago 23, Ill. Selective wireless staff stations and selective paging with reply are featured in the model. The wireless staffs are designed to operate in combination with the Talk-A-Phone selective wireless masters, and can be used separately as well as in groups of two or more stations. Exclusive with Talk-A-Phone, a system of wireless staffs operating on a given channel will not interfere with another similar system operating on another channel. This permits individual systems to be used in the same area on the same transformer without interference. Additional units may be added to the system, starting with two. Instant installation of the units is possible for they plug into a conventional electric outlet.

(For Further Details Circle Index Code 0318)

PLASTIC FIBERGLAS FOUNTAIN

Fiberglass plastic drinking fountains that are lightweight and easy to install have been introduced by the Haws Drinking Faucet Co., Berkeley, Calif. Rectangular, wall-hung bowls they are available in a selection of five colors and white. The lever handle and angle stream are chrome plated. Automatic flow control assures a constantly regulated water flow, and a vandal proof locking device prevents fixtures from being turned or removed.

(For Further Details Circle Index Code 0319)

LOW, HANDY FLOOR MACHINE

A single-brush floor machine of a revolutionary low design has been announced by Hillyard Chemical Co., St. Joseph, Mo. Called the Hilboy, the machine measures only $\frac{9}{16}$ in. in height. Its low silhouette permits use of the machine in previously inaccessible areas when scrubbing, polishing, steel wooling, sanding, or grinding floors. Pistol grip handles, scientifically designed to lessen hand fatigue, start the motor under ordinary fingertip pressure. Instantly retractable, individually suspended wheels provide easy portability. "Figure-eight" hooks easily hold 50 feet of neoprene covered cord. A simple switch reverses the direction of rotation to retard brush wear. Another switch instantly adapts the Hilboy to either 110 or 220 volt circuits. Both a 17 and 20 inch diameter brush are available.

(For Further Details Circle Index Code 0320)

NEW STEREOSCOPIC MICROSCOPES

A completely new line of stereoscopic microscopes, the Cycloptic Series, has been announced by American Optical Instrument Division, Buffalo 15, N. Y. The outstanding feature of the new instruments is a numerically calibrated cylinder called the Magni-Changer, which contains 16 achromatically corrected optical elements. Desired magnifications are simply "dialed-in" by rotation of the Magni-Changer. Resultant magnifications range from 3.5X to 80X.

All Cycloptic models are supplied with inclined, reversible, binocular bodies, standard apochromatic objective; wide-field eyepieces and desired auxiliary lens attachments. The sturdy diagonally-cut rack and pinion focusing adjustment has adjustable tension to suit individual preference. Extremely long working distances ranging to eight inches allow examination of extra large specimens.

(For Further Details Circle Index Code 0321)

COLORED SPANDREL GLASS

Libbey-Owens-Ford Glass Co., Toledo 3, Ohio, has announced that their new spandrel glass, Vitrolux, will be made in black, white, and 16 standard colors. The standard colors are: fawn, buff, golden olive, brick red, colonial blue, jade green, charcoal, sage green, ice green, spruce, hunter green, turquoise, silver gray, gunmetal, cinnamon, and chocolate. Non-standard colors will also be made on special orders.

Vitrolux begins with quarter inch polished plate glass and then has an opaque ceramic color fused on the back or inner glazing surface. The color film is not less than 15 ten thousandths of an inch in thickness and is fused onto the glass at high furnace temperatures.

(For Further Details Circle Index Code 0322)

LIGHTWEIGHT VACUUM CLEANER

The Viking, a lightweight, low cost commercial vacuum cleaner, is now available from the Kent Co., Rome, N. Y. Designed for dry pickup, it has a capacity for $\frac{2}{3}$ bushel of dirt. The filter, entirely enclosed, is equipped with easy-to-remove paper filters. Power is supplied by $\frac{3}{4}$ h.p. Lamb A.C.-D.C. motor. Weighing only 40 pounds, the cleaner is easy to maneuver on its four ball bearing casters. Its compact size, 25 in. over-all height and $2\frac{1}{2}$ in. width, makes it easy to store. A complete selection of cleaning attachments are also available which may be used to convert the unit into a furnace cleaner.

(For Further Details Circle Index Code 0323)

LIGHTER TOUCH TYPEWRITER

A new typewriter requiring up to 26 per cent less typing effort than any office typewriter now on the market has been developed by Underwood Corp., New York, N. Y. A team of physicists, proceeding on the knowledge that most secretaries want a lighter touch machine, developed this new model, called the Touch-Master. It will save the average typist 350 foot-pounds of energy a day. It has been estimated that under ordinary circumstances a typist uses enough energy at her machine each day to lift one ton a foot in the air.

(For Further Details Circle Index Code 0324)

"TWO-WAY" STRAW DISPENSER

A new Duplex straw dispenser serves unwrapped straws from either side of its stainless steel case. Pressure on a metal tab releases one straw at a time, without jamming. The container comes in two sizes for $6\frac{1}{2}$ -in. milk and $8\frac{1}{2}$ -in. standard straws, or for $8\frac{1}{2}$ -in. jumbo unwrapped straws. Service is low cost and hygienic, according to the manufacturer, for a full carton is emptied into the container and straws are handled only by the user. The extra cost and annoyance of paper wrappers is eliminated. Dispenser weighs less than two pounds, and measures only $6\frac{1}{4}$ by $5\frac{3}{4}$ by $10\frac{1}{4}$ in. Order direct from the Duplex Straw Dispenser Co., 511 N. LaCienega Blvd., Los Angeles 48, Calif.

(For Further Details Circle Index Code 0325)

TRANSISTOR INTERCOMMUNICATION

A transistor powered intercommunication system, which took ten years to perfect, is now available from the Webster Electric Co., Racine, Wis. Styled by Brook Stevens, the unit contains all the de luxe features of custom-designed intercommunication systems. In addition it features all the advantages of transistors namely: it requires less power, less maintenance, produces less heat and has a longer life. A combination light and buzzer annunciator is available on most models. Special miniature relays were developed to implement the operation of the annunciation. True fidelity speakers provide natural voice reproduction and plug-in type junction boxes simplify wiring for station circuit connections and changes. Transistors are optional on all units.

(For Further Details Circle Index Code 0326)

SCHOOL BUS GARAGE

A sturdy, easy to assemble garage designed especially for school bus housing is manufactured by Myers Equipment Corp., Canfield, Ohio. It is a 40 ft. clear span building available in 12 foot multiples, in lengths from 24 feet for two buses to 240 or more feet for



Easy-To-Assemble Garage

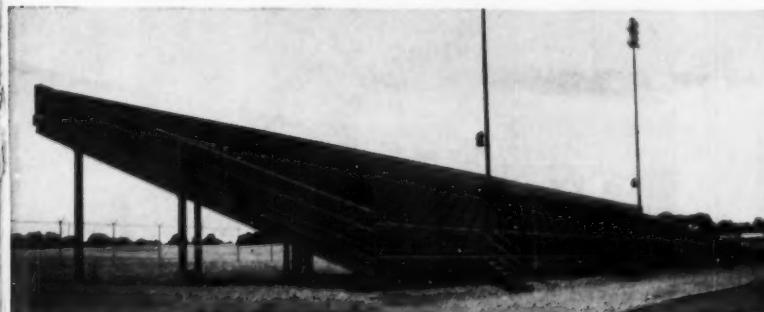
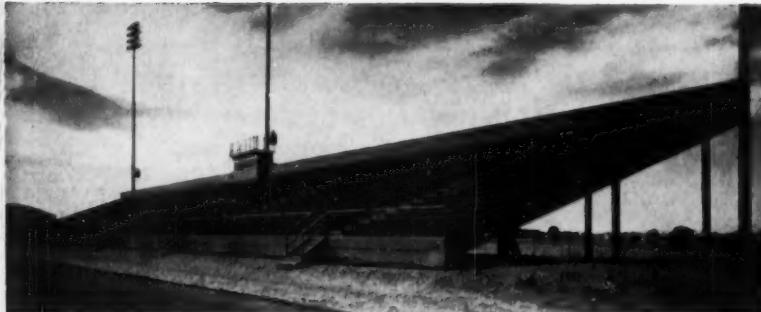
twenty or more buses. Fast, accurate assembly is made possible by precision pre-drilled holes. Construction blueprints are furnished for simplified erection. Any building material can be applied to the finished exterior — steel, brick, cement, block, glass, metal, or wood. Doors and windows may be easily installed at either or both ends as well as the sides.

(For Further Details Circle Index Code 0327)

(Concluded on page 86)

at Carlisle, Pa.

PITTSBURGH • DES MOINES
Steel Grandstands provide



8832 SEATS

*with security and
comfort for each
and every user*

Modern grandstand design, coupled with the strength and economy of engineered steel construction, create a lifetime asset in spectator accommodation for the Carlisle, Pa. School District. Pittsburgh-Des Moines Steel Grandstands are unit-section constructed, adaptable to every stadium requirement, and require only periodic paint maintenance for good-as-new service through the years. Write for our complete grandstand Catalog.



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CHICAGO (3)	1219 First Nat'l Bank Bldg.	SEATTLE	519 Lane Street
EL MONTE, CAL.	F. O. Box 2068	SANTA CLARA, CAL.	618 Alviso Rd.
MADRID, SPAIN	Diego DeLean, 60		

News of Products . . .

(Concluded from page 84)

CATALOGS & BOOKLETS

Printing calculators, electric adding machines, and hand adders in new decorator colors are described in a full color broadside "Color Makes the Difference" recently published by Remington Rand, New York 10, N. Y. Copies are free.

(For Further Details Circle Index Code 0328)

A 48-page booklet offering solutions to many of the problems faced by officials in providing school lunches is available from the Field Research Division of the Paper Cup and Container Institute. Based on the actual experience of feeding authorities in the public schools, the manual is entitled "Solving Problems with Paper Service." Copies are available without cost.

(For Further Details Circle Index Code 0329)

Information about Mississippi glass patterns in the modern school, light transmission data, and other information of interest to school board personnel and architects is provided in the latest catalog released by the Mississippi Glass Co., St. Louis. Copies of the catalog designated 57-G are free.

(For Further Details Circle Index Code 0330)

"Engineered Lighting and Control Equipment for the Modern School Stage" is the title of a new bulletin released by the Hub Electric Co., Chicago, Ill. Presented in the bulletin is a complete set of recommendations for the basic layout of stage lighting and control equipment for the modern school stage. Copies are available on request.

(For Further Details Circle Index Code 0331)

Telescoping gym seats are the subject of a new 16-page catalog announced by Safway Steel Products, Inc., Milwaukee, Wis. Included in the catalog is data for architects, board members, school administrators, and coaches. Copies will be sent on request.

(For Further Details Circle Index Code 0332)

An 18-minute sound film demonstrating their new series M refrigerators has been prepared by Koch Refrigerators, Inc., Kansas City, Kans. It is available to schools and groups interested in an integrated system of cold-food handling for mass feeding groups.

(For Further Details Circle Index Code 0333)

"A Story About Man and His Search for Beauty" is the title of a 52-page brochure prepared by the Carthage Marble Corp., Carthage, Mo., to show the varied ways marble can be used in architecture. Free copies are available.

(For Further Details Circle Index Code 0334)

Benefits to be gained by replacing old school windows with solar-selecting glass panels are outlined in a new catalog recently released by Kimble Glass Co., Toledo, Ohio. Copies of the catalog entitled "Daylight for Schools" are free.

(For Further Details Circle Index Code 0335)

How corrosion of stainless steel food processing and dairy equipment can be prevented is explained in a new 16-page booklet prepared by the Diversey Corp., Chicago 13, Ill. Copies of the bulletin designated No. 203 may be obtained by request.

(For Further Details Circle Index Code 0336)

Colored slides describing the care of washrooms are available from the National Sanitary Supply Association, Chicago, Ill. Ideal for obtaining improved co-operation from maintenance crews, the slides are educational and may be used free of charge.

(For Further Details Circle Index Code 0337)

A new booklet reflecting the latest revisions in grading practice at Northern hardwood flooring mills is available free from the Maple Flooring Mfg. Association, Chicago, Ill.

(For Further Details Circle Index Code 0338)

A new partition system, designed to minimize the transmission of sound from room to room, is described in a four-page folder published by Penn Metal Co., Inc., Boston, Mass. Copies of the folder are free.

(For Further Details Circle Index Code 0339)

The new line of Herman Nelson Roll-O-Vent air handling units are described in a bulletin recently released by the American Air Filter Co., Inc., Louisville, Ky. Free copies of the bulletin No. 780 are available upon request.

(For Further Details Circle Index Code 0340)

The 1957 Vinyl Asbestos Tile Color Chart is now available. Single copies of the publication, showing the wide range of tiles available in marbled, terrazzo, and cork patterns in 11 different brands, are free from the Asphalt Tile Institute, N. Y., N. Y.

(For Further Details Circle Index Code 0341)

MANUFACTURERS' NEWS

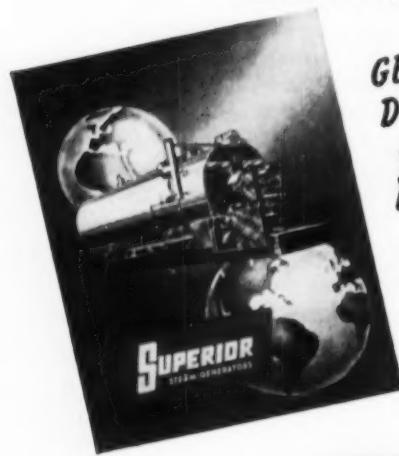
Adlai E. Stevenson, twice the Democratic nominee for the Presidency recently announced his acceptance of the post of chairman of the advisory board of Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

The Society for Visual Education, Inc., Chicago, Ill., recently announced the appointment of James S. Brown as administrative assistant to John C. Kennan, president of the Society.

Five \$1,000 scholarships were recently awarded by the H. J. Heinz Co., to high school seniors planning to enter college next fall to study hotel and restaurant management.

Better PACKAGED BOILERS

- Completely factory assembled and fire tested.
- Fully automatic operation.
- 4-pass down draft design.
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- 80% thermal efficiency guaranteed.
- From 20 to 600 b.h.p. Burns oil, gas or both.



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WALL-O-MATIC WALL CLEANING EQUIPMENT saves time, saves money, eliminates mess. So simple to operate, your own crews can quickly and easily clean painted, brick surface, moulding, paneled or stippled walls and sonacoustic ceilings.

CSD CLEANING CONCENTRATE speeds up the work by loosening and removing dirt, grease and grime from the walls.

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In Philite lighting fixtures you get quality construction and experienced, forward-thinking engineering. This insures top lighting performance, long service, and savings in installation and maintenance. A complete line for fluorescent and incandescent lamps, for office buildings, schools, stores, hotels, institutions, factories and public buildings. Proven in nation-wide installations. Field cooperation by conveniently located Philite sales engineers. Write for 400-page planned lighting catalog.

OUTSTANDING PHILITE INSTALLATIONS

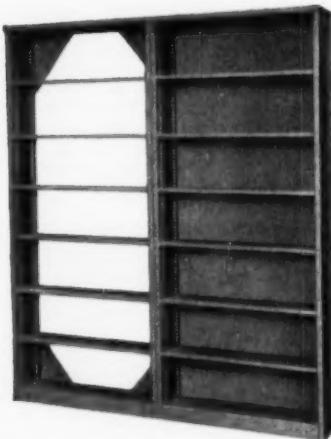
Socony Mobil Building · Seagram Building · University of Pennsylvania · General Foods Corp. · Federal Reserve Bank · Detroit Neuro-psychiatric Hospital · Doughnut Corp. of America · Bethlehem Steel Corp. · Board of Transportation · Johns-Manville Corp. · Koppers Building · Lever House · Schools — nation-wide · Associated Hospital · Link Belt Company · Great American Insurance Company · Camden National Bank · 425 Park Ave. Office Bldg., N.Y.C. · 430 Park Ave. Office Bldg., N.Y.C.

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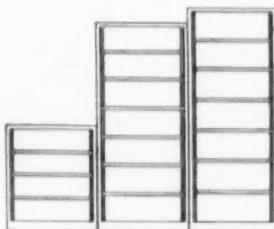
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meeting the need for library shelving in your school

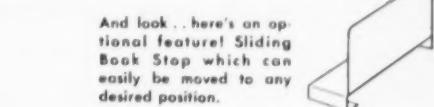


BORROUGHS library shelving

Sliding shelves adjustable without bolting. $\frac{1}{2}$ " vertical adjustment. Single or double face. Open back units have corner bracing. 1-piece double face end panels . . . and besides, there are no unsightly cross sway braces on open back units. Features such as these make Borroughs Library Shelving an outstanding value. Choice of 5 baked-on enamel finishes — spring green, dark green, gray, fall tan and brown. If your dealer does not have Borroughs Library Shelving in stock, he can get any units you want at once.



Available in 3
heights—42", 84",
90". All units 36"
wide outside and
9 $\frac{1}{4}$ " deep.



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tional feature! Sliding
Book Stop which can
easily be moved to any
desired position.

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KALAMAZOO, MICHIGAN

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Rauland

CENTRAL CONTROL SCHOOL SOUND SYSTEM

The RAULAND S220 All-Facility Console provides the most modern aid for smooth administrative control of the entire school plant. This remarkable Dual Program Channel system performs every conceivable communications function: it distributes administrative information, radio broadcasts, recorded music, school entertainment, instruction—including instant 2-way intercommunication with all classrooms. Here is the last word in Central Control School Sound—designed and built to remain modern for years.



Model S220
for up to 80 rooms

Your Choice of Every Desirable Program Facility

FM-AM Radio

Selects any radio program on FM or AM for distribution to any or all rooms.

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Available with 4-Speed Automatic Record Changer and/or Transcription Player.

Includes One-Operation Emergency, All-Call and Pre-select Switches. System is available for as few as 20 rooms; expandable at any future date to a maximum of 80 rooms.

Intercom Channel

Permits 2-way conversation with any room (serves as second program channel).

Microphones

Selects and distributes programs from any of 3 microphone locations.

Other RAULAND Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for athletic field sound coverage.

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THE AMERICAN SCHOOL BOARD JOURNAL
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Milwaukee 1, Wis.

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.
60 American Desk Mfg. Co.	53	616 Fenestra Incorporated	4 & 5
Jr. Executive Desk and cluster chair.		Hollow metal Door-Frame-Hardware units.	
61 American Playground Device Co.	76	617 Fenestra Incorporated	6 & 7
Playground, swimming pool & dressing room equipment.		Intermediate steel windows.	
62 American Seating Co. ins. bet. 60 & 63		618 Goodyear Tire & Rubber Company	10
School seating.		3-T Cord tires.	
63 Arlington Seating Co.	69	619 Griggs Equipment, Inc.	2
School seating.		Auditorium chairs.	
64 Beltone Hearing Aid Co.	56	620 H & H Mfg. Co.	66
Audiometers. Use coupon page 57 for brochure.		Folding table in wide range of colors and sizes.	
65 Bendix-Westinghouse Automotive Air Brake Company	22	621 Hillyard Chemical Co. ins. bet. 70 & 73	
Air brakes.		Maintenance materials.	
66 Boroughs Manufacturing Company	87	622 Hussey Mfg. Co.	68
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67 Brunswick-Balke-Collender Co.	8 & 9	623 International Business Machine Corp.	81
School seating.		Electric typewriters.	
68 Butler Manufacturing Company	66	624 Johnson Service Co.	1
Metal buildings. Use coupon page 66 for catalog.		Pneumatic temperature control.	
69 Canton Stoker Corp.	58	625 Keweenaw Mfg. Co.	21
Stoker for dependable heat and power.		Clear-view fume hood.	
610 Central States Maintenance, Inc.	86	626 Libbey-Owens-Ford Glass Co. ins. bet. 16 & 21	
Maintenance equipment. Free demonstration.		Glass for schools. Use coupon for Daylight Walls book.	
611 Clarin Manufacturing Company	77	627 Medart Products, Inc., Fred 2nd cover	
Music room chairs. Use coupon page 77 for literature.		Telescopic gym seats. Write for catalog.	
612 Cook Machinery Co., Inc.	73	628 Minneapolis-Honeywell Regulator Co. 14 & 15	
Washettes for school laundries. Use coupon page 73 for descriptive literature.		Temperature controls.	
613 Day-Brite Lighting, Inc.	75	629 Mississippi Glass Co.	64
Lighting fixtures.		Rolled, figured and wired glass.	
614 Delta-Rockwell Power Tool Division 3rd cover		630 Monroe Company, The	65
All-new dust collector. Use coupon for information.		Folding tables and chairs.	
615 Dodge Div. Chrysler Motors	74	631 Myrtle Desk Co.	12
School bus chassis.		Library furniture.	

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June, 1957

THE AMERICAN SCHOOL BOARD JOURNAL

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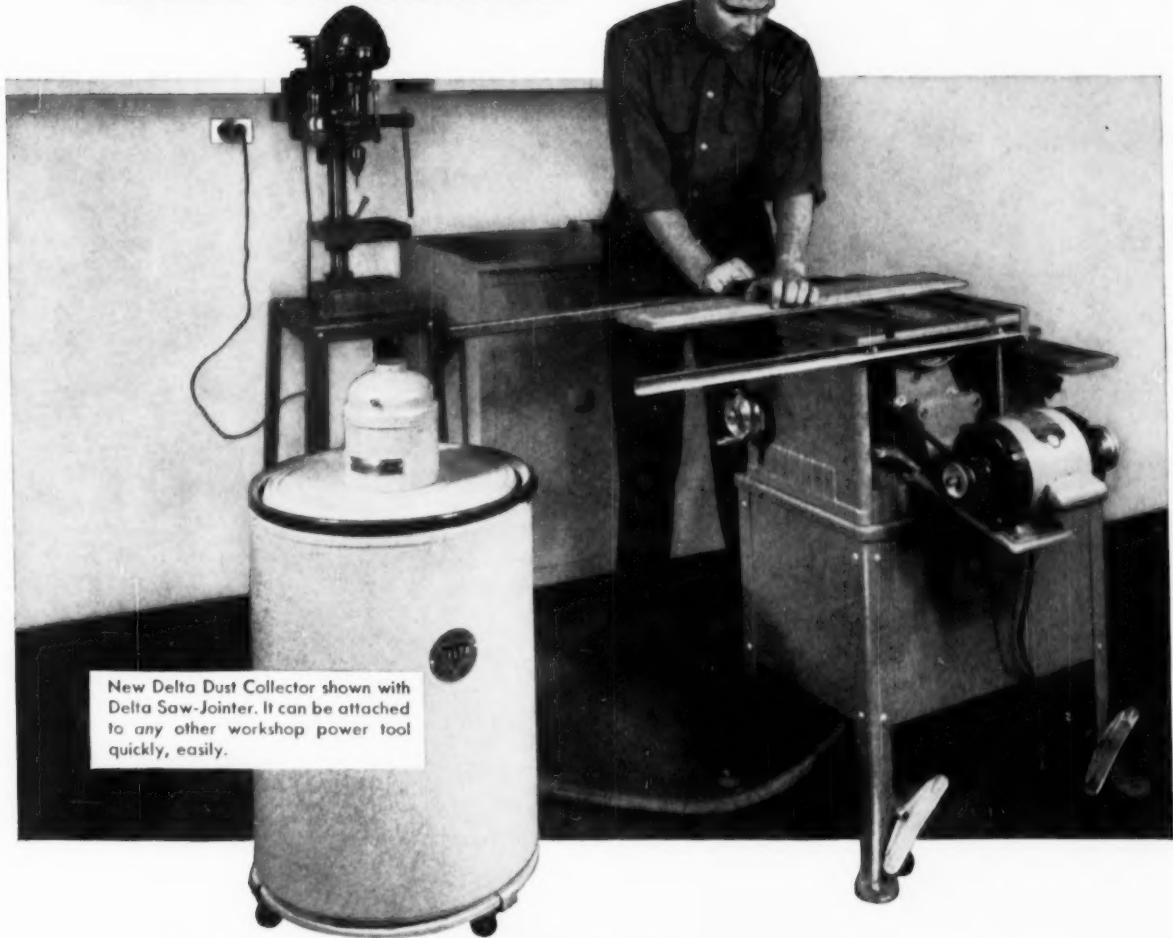
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